MICHIG EDUCAT JOURNAL

Mary Hurley
Bay City

MODERATOR-TOPICS

OFFICIAL ORGAN MICHIGAN STATE TEACHERS' ASSOCIATION

Vol. 3 NOVEMBER, 1925 No. 3

FEATURES

Page

Some Obstacles to Educational Progress—C. L. Spain 137

Five Days in Cloverland—E. L. Miller 143

Curriculum Building—Arthur Dondineau 148

Nature Study From An Automobile—Clarissa Murdoch 149

Character Development—Angeline Wilson 152

Junior High School and College Entrance Requirements—J. B. Edmonson 154

A Practice House—H. A. Davis 156

Comments on Upper Peninsula Meeting—J. B. Edmonson 158

Program High School Principals' Association 162

M. S. T. A. COMMITTEES

STANDING:

Legislation—

W. L. Coffey, Lansing, Chairman
Harvey Lowrey, Springwells
G. L. Jenner, Bay City
Mrs. J. K. Pettengill, Lansing
F. E. Ellsworth, Kalamazoo
Lee Hornsby, Traverse City
Arthur Martin, Cheboygan
John F. Mason, Crystal Falls

Necrology—

A. R. Shigley, Allegan, Chairman
S. R. Anderson, Marquette
Bertha La Fraugh, Detroit

Resolutions—

John Munson, Marquette, Chairman
H. L. Bleecker, Hart
Harry M. Crooks, Alma
William Prakken, Highland Park
Mattie Smith, St. Johns

SPECIAL:

Character Development—

L. A. Butler, Grand Rapids, Chairman
M. W. Longman, Muskegon
J. J. Riemersma, Holland
C. O. Hoyt, Ypsilanti
Dessalee Ryan Dudley, Battle Creek
Angeline Wilson, Grand Rapids
C. O. Davis, Ann Arbor

Directory—

A. G. Erickson, Ypsilanti, Chairman
John Everett, Kalamazoo
Florence Essery, Ann Arbor
J. J. Schafer, Midland
B. H. VanderBeldt, Bad Axe
H. A. Davis, Port Huron
Lila Fyan, Detroit

District Re-organization—

J. W. Sexton, Lansing, Chairman
G. L. Jenner, Bay City
W. L. Lee, Mt. Clemens

Educational Publicity—

Earl H. Babcock, Grand Haven, Chairman
A. D. Gallery, Caro
Lloyd Goodrich, Lansing
H. S. Babcock, Alma
H. S. Doolittle, Negaunee
John Erickson, Hillsdale
J. B. Edmonson, Ann Arbor

Health Education—

C. F. Tambling, Mt. Pleasant, Chairman
Helen Mitchell, Battle Creek
A. F. Westphal, Lansing
W. W. Warner, Saginaw

Janitorial Service—

F. W. Frostic, Wyandotte, Chairman
C. W. Crandell, Monroe
H. C. Daley, Highland Park

Michigan Book—

E. L. Miller, Detroit, Chairman
John Munson, Marquette
Clyde Ford, Ypsilanti
F. W. Frostic, Wyandotte
R. D. Calkins, Mt. Pleasant
W. L. Coffey, Lansing

Michigan School of Education—

Frank Cody, Detroit, Chairman
G. L. Jenner, Bay City
W. G. Coburn, Battle Creek
L. A. Butler, Grand Rapids
J. W. Sexton, Lansing
W. L. Coffey, Lansing
E. J. Lederle, Pontiac
S. S. Nesbit, Fremont

Placement Bureau—

Margaret Cameron, Ann Arbor, Chairman
P. G. Lantz, Mount Pleasant
D. H. Roberts, Ypsilanti
H. D. Lee, Marquette
George Randels, Alma
Benjamin Klager, Manistee
Eva Palmer, Battle Creek
F. E. Ellsworth, Kalamazoo

Professional Equity—

T. J. Knapp, Highland Park, Chairman
W. W. Warner, Saginaw
W. A. Greeson, Grand Rapids
Samuel Mumford, Detroit
Chas. Sink, Ann Arbor
R. W. Cooper, Lansing

Program of Work—

E. J. Willman, Owosso, Chairman
W. L. Coffey, Lansing
D. A. Van Buskirk, Hastings

Relation to N. E. A.—

F. E. Ellsworth, Kalamazoo, Chairman
Frank Cody, Detroit
Cora M. Riggs, Grand Rapids
T. E. Johnson, Lansing

Relation to Schoolmasters' Club—

E. L. Miller, Detroit, Chairman
C. Bradshaw, Ferndale
W. K. Booker, Greenville
E. J. Reed, Adrian
L. A. Marsh, Grand Rapids

Research—

Clifford Woody, Ann Arbor, Chairman
A. A. Rather, Ionia
Paul Rankin, Detroit

Retirement Fund—

J. P. Everett, Kalamazoo, Chairman
Frances J. Brown, Detroit
Charles McKenny, Ypsilanti
E. J. Reed, Adrian
Lida Rogers, Holland
Deland Davis, Marshall
E. E. Gallup, Lansing
Mrs. Fred Raymond, Grand Rapids

Rural Education—

G. N. Otwell, Lansing, Chairman
Ernest Burnham, Kalamazoo
M. S. Pittman, Ypsilanti
A. M. Freeland, Grand Rapids
F. C. Fischer, Detroit
Ottilia M. Frisch, Saginaw
F. C. Sweeney, Kingsford
John Phelan, East Lansing

Special Education—

C. S. Berry, Ann Arbor, Chairman
C. M. Elliott, Ypsilanti
Mrs. Cordelia Creswell, Grand Rapids
John Page, Howell

Training For Education Service—

A. S. Whitney, Ann Arbor, Chairman
L. W. Fast, Mount Clemens
D. B. Waldo, Kalamazoo
C. V. Courter, Flint

Vocational Education—

Geo. B. Frazee, Grand Rapids
K. G. Smith, Lansing
S. C. Mitchell, Benton Harbor

Young Peoples' Reading Circle—

D. J. Heathcote, Kalamazoo, Chairman
H. A. Potter, Ithaca
E. J. Willman, Owosso

MICHIGAN
STATE NORMAL COLLEGE

Opened in 1852

Educational Plant	Campus of 100 acres. Ten buildings with modern equipment. Training School, including Elementary and High School Departments.
Certificates and Degrees	Life Certificate on Completion of Two and Three Years' Curricula. A. B. and B. S. (in Education) Degrees on completion of Four Years' Curriculum.
Special Curricula	Home Economics, Kindergarten, Physical Education, Public School Music, Music and Drawing, Drawing and Manual Arts, Commercial, Rural, Agriculture, Special Education. Normal College Conservatory of Music offers courses in Voice, Piano, Organ and Violin.

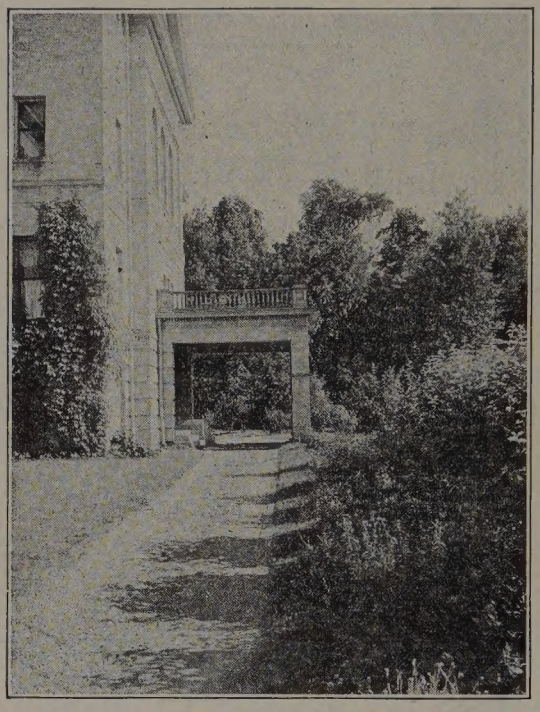
Winter Term Begins January 4, 1926
Write for Bulletin

C. P. STEIMLE, Registrar - Ypsilanti, Michigan

Central Michigan Normal School

Mt. Pleasant

"The School With the Happy Spirit"



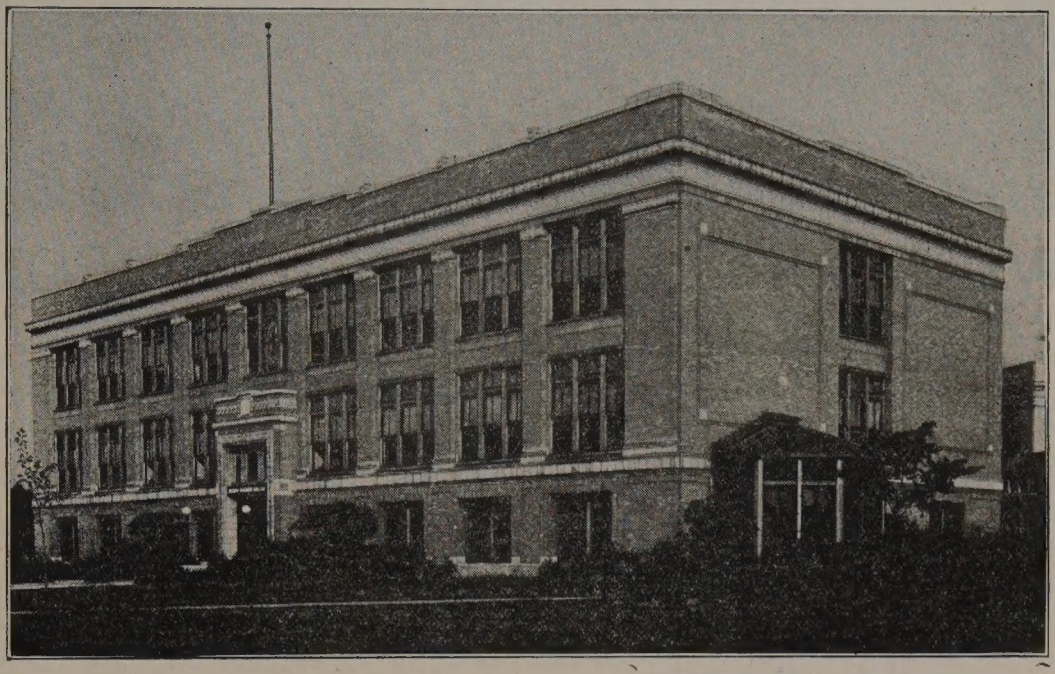
Correspondence Courses

CENTRAL NORMAL makes a special feature of correspondence work. One fourth of the total amount of credit required for the life certificate or the degree may be done in this way. Courses are offered by correspondence in Education, Rural Life, English, Art, Foreign Languages, Physiology and Hygiene, History, Reading, Agriculture, Home Economics, Mathematics, Biology, Commerce, Library Methods, Kindergarten and Music. Send for special circular on correspondence work.

Winter Term Opens Monday, Jan. 4, 1926

Detroit Teachers College

Detroit



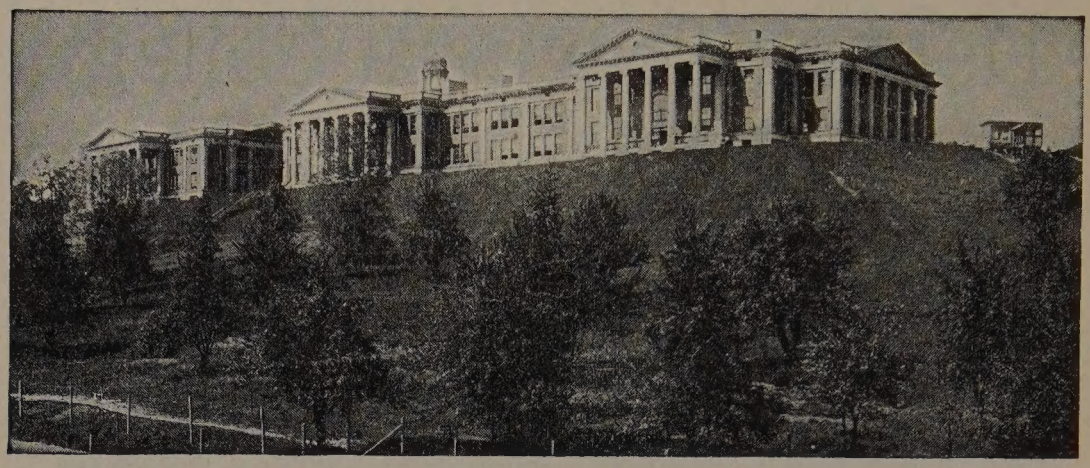
September Registration Figures, 1925

Total registration - - - -	993
Entering Freshmen - - - -	390
Received by transfer from other colleges	125
Registered in the four year degree course	55
Percentage increase in total registration over September, 1924 - - -	25

ROBERT M. MAGEE, Jr.
Registrar

WARREN E. BOW
Acting Dean

When Writing Our Advertisers Mention the Journal.



WESTERN STATE NORMAL SCHOOL
Kalamazoo, Michigan

Some Advantages

1. Carefully selected corps of trained instructors
2. Splendid campus of 56 acres including 15-acre athletic field
3. Modern buildings well equipped
4. New Library Building just completed—largest, most convenient Normal School Library in the United States
5. Well selected Library—200 magazines and periodicals received regularly
6. New Gymnasium for Men now building—a splendid structure carefully planned—
7. Two-year Life Certificate Courses:

Early Elementary Grades	Household Arts
Later Elementary Grades	Manual Arts
Junior High School	Music
Senior High School	Physical Education for Men
Art	Physical Education for Women
Commerce	Rural Education

8. Four-year A. B. and B. S. Degree Courses; 51 gradutes granted A. B. Degree in June and August, 1924
9. Appointment Bureau placed 936 graduates in desirable positions during 1924. This service is free to graduates
10. Well equipped Cafeteria furnishes wholesome food at very low prices
11. Co-operative Store provides books and students supplies at reasonable rates
12. Fine democratic atmosphere and splendid school spirit

Spring Term Begins April 6, 1925

Summer Session Opens June 29, 1925

For catalog or summer session bulletin and further information address Registrar, Western State Normal School, Kalamazoo, Michigan

D. B. WALDO,
President

JOHN C. HOEKJE,
Registrar

MICHIGAN EDUCATION JOURNAL

Moderator-Topics

VOL. III NOVEMBER, 1925 NO. 3

Official Organ of Michigan State Teachers' Association
Published Monthly, Except June, July and August
Editorial and Business Offices, 809 Prudden Bldg., Lansing

Ernest T. Cameron, Lansing ..... Editor-in-Chief
E. L. Miller, Detroit ..... Editor
Christina M. MacDonald, Lansing ..... Assistant Editor

EDITORIAL BOARD

E. L. Miller.....Detroit
Chairman

Ernest Burnham.....Kalamazoo
Leslie A. Butler.....Grand Rapids
W. L. Coffey .....Lansing
J. B. Edmonson .....Ann Arbor
E. E. Gallup.....Lansing
Charles McKenny.....Ypsilanti
J. M. Munson.....Marquette
K. G. Smith.....Lansing

ADVISORY EDITORIAL COMMITTEE

Warren E. Bow.....Detroit
Frances Brown.....Detroit
C. W. Crandell.....Monroe
C. O. Davis .....Ann Arbor
Caroline L. Dicken.....Ann Arbor
F. E. Ellsworth.....Kalamazoo
Mary Ensfield .....Kalamazoo
H. H. Gilpin.....Rogers City
C. L. Goodrich .....Lansing
James H. Harris.....Pontiac
Allan Hoben.....Kalamazoo
Mrs. Fred Jeffers.....Painesdale
Eva M. Kinney.....Detroit
E. E. Lewis.....Flint
W. L. Lewis.....Marquette
G. G. Malcolm.....Sault Ste. Marie
John Merrill .....Detroit
Geo. E. Myers.....Ann Arbor
Roy Noteware.....Cadillac
C. L. Poor.....Traverse City
T. E. Rankin..... Ann Arbor
Mrs. Fred M. Raymond.....Grand Rapids
Ernest Reed.....Adrian
Cora M. Riggs.....Grand Rapids
J. L. Silvernale .....Menominee
W. W. Warner.....Saginaw
E. C. Warriner .....Mt. Pleasant
John Watson .....Ironwood
H. Z. Wilbur .....Ypsilanti
Miss M. Berry Wood .....Muskegon

The Michigan Education Journal is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

Represented nationally by The Service Bureau of State Teachers Association, Des Moines, Iowa, of which it is a charter member.

The payment of the Annual Fee of $2 entitles a member to attend all meetings of the Association and its Divisions and the Representative Assembly, to a vote for District Officers and delegates to the Representative Assembly, to hold office and to receive the Michigan Education Journal and other publications and services directed by the Representative Assembly or Executive Committee. One dollar of each annual fee is for a year's subscription to the Journal.

Subscription to non-members is $2 per year; single copies, 25 cents. Advertising Rates on application.

Members are requested to report promptly changes of address, giving old as well as new address.

[Entered as second-class matter Aug. 17, 1923, at the Post Office at Lansing, Mich., under the Act of Aug. 24, 1912]

MICHIGAN STATE TEACHERS' ASSOCIATION

President—E. E. Fell .....Holland
Superintendent of Schools

Vice-President—Bertha M. Ronan..... Mt. Pleasant
Dean of Women, Central Michigan Normal School

Secretary-Treasurer—E. T. Cameron.....Lansing
809 Prudden Building

EXECUTIVE COMMITTEE

T. E. Johnson.....Lansing
State Superintendent of Public Instruction

E. J. Willman—1926.....Owosso
Superintendent of Schools

Mary Ensfield—1926.....Kalamazoo
County Commissioner of Schools

Mary Howe—1927.....Detroit
Detroit Teachers' College

D. A. Van Buskirk—1927.....Hastings
Superintendent of Schools

M. R. Keyworth—1928.....Hamtramck
Superintendent of Schools

Cora Jeffers—1928.....Painesdale
Principal of High School

W. L. Lee (Chairman D-1).....Mt. Clemens
County Commissioner of Schools

Harold Steele (Chairman D-2).....Saginaw W. S.
Superintendent of Schools

E. O. Marsh (Chairman D-3).....Jackson
Superintendent of Schools

Carl A. Fisher (Chairman D-4).....Kalamazoo
Principal Central High School

Nellie I. Beebe (Chairman D-5).....Petoskey
High School Teacher

H. H. Gilpin (Chairman D-6).....Rogers City
Superintendent of Schools

C. W. Bemer (Chairman D-7).....Lake Linden
Superintendent of Schools

Michigan State Fair Boys' School, Detroit, Sept. 4-12, 1925. M. E. T. Cameron, Secretary of the M. S. T. A. is Superintendent of the School.

EDITORIALS

EDWIN L. MILLER, Editor

OUR STATE OF MICHIGAN

Mr. Arthur Dondineau and Miss Leah A. Spencer have just finished for the McMillan Company, New York, a book for the elementary school entitled "Our State of Michigan." It is bound, illustrated, and printed in the best style of the publishers.

Among the chapters listed in the Table of Contents are: (I) Location, Shape, Size, and Surface; (II) Drainage; (III) Climate; (IV) Natural Resources; (V) Industries and Products; (VI) Forests and the Lumber Industry; (VII) Trade and Transportation; (IX-XIII) Various Trips Around the State; (XV-XXVII) History.

Among the fine pictures are Percy Ives' "Treaty of Saginaw," the Huron mountains, ships, forests, mines, monuments, dams, electric transmission lines, fishing, farming, pigs, Fords, roads, locks, skyscrapers, apples, schools, colleges, moose, Indians, Frenchmen, Englishmen, and Americans.

Altogether it is a very delightful little book. It ought to please as well as interest the kiddies, and we venture to predict that it will interest many of their elders. As a textbook, it should find a place in every elementary school in the state.—*E. L. M.*

If all the people were to go to work with shovels who stand around watching a steam shovel at work, there would be no need of steam shovels.

MORAL TRAINING

Character formation is the supreme function of the school. It is far more important than intellectual training. Intellect is a gift, but anybody can be taught to be good. Although I believe that the boys and girls of today are better than those of past generations were, I believe with equal firmness that the chief need of education today is training in good conduct.

Training in good conduct involves more than the learning of precepts; it involves the formation of right habits. Right habits cannot be formed except by hard work. Those who have learned to labor and to wait are not likely to go very far astray.

There can be no satisfactory relaxation except when it comes as an antithesis to hard work. A life devoted solely to pleasure is far drearier than a life devoted solely to work. The full and rounded life requires a proper mixture of both. "All work and no play makes Jack a dull boy," is a true saying; but it is just as true that "All play and no work makes Jack a duller boy."

The Romans had a saying, "Carpe diem," which means "Pluck the day." They thought of the day evidently as a flower that must soon fade. We have the same proverb here in the United States; only we express it differently. Our version of this great truth is "Do it now." "Do not put off anything until tomorrow that you can finish today." "Procrastination is the thief of time." "Be wise today; 't is madness to defer."

The Romans had another saying: "Festina lente"; "Hasten slowly." It may seem that this is the exact opposite of "Do it now," but it is not. It is a necessary corollary. It means this: When you have a job to do, keep your eye on the job; don't keep it on the clock. Don't keep thinking, "How soon can I finish this job," but "How well can I do this job." When you have something to do, in other words, go slowly that you may the sooner make an end.

One of the most dangerous and detestable of habits is the habit of excusing one's own faults by pointing to the faults of others. "Everyone is doing it now" is a sickening excuse. When selecting models to imitate, pick out as your hero somebody who is worth imitating, not somebody whose life is a mess.

Thomas Carlyle wrote seventy volumes in praise of the gospel of work. His teaching can be condensed into one sentence: "Produce! Were it but the veriest infinitesimal fragment of a product, produce it in God's name."

There is really only one supremely disgraceful thing in the United States today, and that is to be idle. Once when Mark Twain was in London a friend pointed out to him a stately gentleman with the re-

mark: "That is Lord Dundreary." "What does he do for a living?" said Mark. "Lords," was the reply, "never work." "Ah," said Mark, "we have the same class in America but we call them tramps."

Don't be a lord. Don't be a tramp. Be a real American, which means be a worker. —*E. L. M.*

Exemplum efficacius quam praeceptum. Children are taught by example more easily than by precept. Punctuality is a tangible and sure measure of efficiency. Lack of it in a teacher indicates impaired health, low energy, want of professional spirit, and other defects in character too numerous to mention.

INTELLIGENCE TESTS

Intelligence tests are good things, but, like automobiles, they are dangerous if unskilfully handled. When corroborated by teachers' marks and observations running through several years, they have a little greater value than an ordinary examination. They sometimes enable us to discover that a boy whom we have hitherto set down as a fool really possesses brains. But the things they show are not always true. One day a friend of mine, a judge, came into my office in a great rage. As he is usually quite free from emotional instability I was immediately interested. His daughter, a girl of the most exquisite character and splendid intelligence, had received in an intelligence test the grade usually attained by a low-grade moron. For this reason the judge, with superb and to me soul-satisfying eloquence, proceeded to denounce efficiency experts, intelligence tests, professors of education, and various other modern innovations in education. When he had finished, I asked him why Helen had failed, to which he replied, "Not for lack of intelligence, but because she broke her pencil." "It appears to me," I said, "that if she were as intelligent as you claim she would have had several pencils." Thereupon with a laugh he called me an old fool, and we proceeded to give Helen another test, in which she demonstrated herself to be, what we knew all the time that she is, a young woman as clever as she is beautiful and good. But I wonder if she would have had a square deal if she had happened to select a dad with a less eloquent tongue.—*E. L. M.*

PROF. EDWARD D. CAMPBELL

(Editorial, Michigan Daily, Sept. 23, 1925)

"Several years ago, crossing the campus on our way to a final examination, we had what we thought must be the most miserable feeling in the world. But then we saw a man coming down the street, a man who was afflicted with one of the greatest of human handicaps, a man who was blind. And that man was smiling, he was facing the world with a cheerful heart. How could we feel distressed, we, whose problems were so trivial, in the face of such a man as this.

"That man was Prof. Edward D. Campbell, who passed away Friday after 33 years of blindness. But though he was blind physically, Prof. Campbell never allowed his mind to enter that darkness that knows no light. For a third of a century this man who could not see, and who could hardly hear, carried on his work. For 33 years following the explosion in the chemical laboratory in which he lost his eyesight, he continued to face the dangers and disappointments of his chosen field, until he became one of the nation's foremost chemical authorities.

"Prof. Campbell was associated with the chemistry department of the University for 35 years, for the last eleven of which he was director of the chemical laboratories. He gave not only the best years of his life, but the best part of life itself to the University and to science, and yet he always remained happy and cheerful, a constant inspiration to his students and fellow workers.

"The man is beyond all eulogy. He was too great, too fine. There is talk of a memorial to him. While such a thing could only express in a small measure the world's appreciation for this man, it would serve as a constant inspiration to those of us who imagine ourselves overburdened with troubles. Every man and woman on the campus might well carry a picture of Professor Campbell in his heart, for here was a man who was confronted with the greatest of obstacles, but who, nevertheless, reached the highest peak of success.

"Professor Campbell is truly one man who will live in the minds of those who knew him, and whose death is keenly felt by a great university, a great nation, and a great body of scholars."

SOME OBSTACLES TO EDUCATIONAL PROGRESS

By CHARLES L. SPAIN
Deputy Superintendent of Schools, Detroit

(An address delivered before the Association of School Superintendents and School Board Members at Ann Arbor.)

It is a matter of common knowledge, although we may seldom stop to consider it, that every normal person has been endowed with certain qualities of mind which make progress possible. It is true, however, that these qualities may be, and often are, so antagonistic to each other that over emphasis on either one or the other is sure to retard progress.

Nature has provided us with emotions, imagination, and intellect in order that we may be able to gain control over new fields of experience, and to readjust our minds to new and changing situations. But, in order that we may conserve and make effective in life those ideas and controls which we acquire through the use of our higher powers of mind, nature also has given to us a nervous system so organized that we may form habits. Most of the things which we now do and think habitually and almost automatically we did and thought formerly only through conscious effort.

Throughout the whole history of civilization there has been a constant struggle for mastery between these two characteristics of mind. Imagination and intelligence lead to change, growth, readjustment, and progress. On the other hand, habit results in custom, tradition, self-satisfaction, and inertia. Human nature seems to be so constituted that it requires a great deal more nervous energy to use imagination and thought in meeting life situations than to try to cope with these situations through traditional and customary modes of action. So great is this tendency toward inertia among people that even those who in the beginning are full of initiative tend strongly after a time to be satisfied with achievements already made, to organize their experience into some habitual mode of procedure, and thereafter to lead a life governed largely by habit, custom, tradition, and prejudice.

Any one who undertakes to change the viewpoint and habits of any social group knows how difficult it is to overcome this inertia. We, as educators, may not relish the thought, but it is perhaps fair to say that with one exception no social group is or has been in the past more bound by custom and tradition than schoolmen.

The fundamental step in progress is the discovery of new truth, the ascertainment of the facts. When there were no adequate scientific methods of learning the truth, it was quite natural that educators should do as they very often did in the past, base their methods of teaching and habits of thought upon custom and traditions.

Up to two decades ago there was very little organized scientific knowledge concerning child nature or the laws of learning. Furthermore, we knew practically nothing of the real effects which our methods of instruction were producing on the child's mind. A Department of Education has existed at the University of Michigan for many years, and, from the time of its establishment down to the present time, this Department has offered to its students all that any department of education could offer in the way of knowledge and training for the business of education. Those who were graduated from this institution in the early nineties and went forth to teach, after pursuing all of the courses which the Department of Education at the University offered, had after all a very meagre equipment to aid them in solving the problems of the schoolroom.

In those days, the Department of Education was under the direction of Dr. B. A. Hinsdale, one of the ablest and broadest-minded educators of his day. But so limited were the resources of education at that time that a student graduating from the university had no adequate educational philosophy to guide him in his work and certainly no philosophy which was actually transferable into regular school practice. He had no psychology except the old introspective psychology of the time. Neither experimental psychology nor scientific measurement as applied to education had been developed.

Even the history of education was not presented from the genetic point of view as it has been in recent years; it was dry, unrelated, and of little help to the student who wished to understand current educational problems. The whole realm of educational method was dominated by academic and formal discipline ideals. Under these conditions it was permissible, if not actually necessary, for teachers and administrators to base their methods of teaching and organization upon tradition and custom, or upon what our professors were wont to call "the wisdom of the ages".

However, today the situation is entirely changed in schools of education and colleges. No one can justly offer a scarcity of scientific knowledge and information as an excuse for his lack of training. As a result of the progress of the last twenty years, we now have a modern, sane, and adequate social philosophy upon which to rest our whole scheme of education. We have a rapidly developing and an increasingly valuable educational psychology upon which we can base our methods of precedure in classroom instruction. We have a new interpretation of the history of education, which gives us a better understanding than we have had before of the educational problems which confront us. Almost daily, through the application of the principles of scientific measurement to the study of educational problems, new truths are being revealed, which make us more intelligent and more sure in regard to the things which should be done in education. Constantly, we are acquiring a large number of basic principles and a more intelligent body of educational methods, all based on sound experimental data.

If we would make progress, we must first of all develop a group of superintendents and educational leaders who have availed themselves of this large body of scientifically ascertained truth, which may be had for the mere asking, a body of men and women who are capable of leading and carrying through in every town and city in the state an educational program which shall be sufficiently comprehensive to meet the demands which present-day society makes upon the schools.

It is difficult indeed to conceive of an educator as a progressive who has no well-thought-out educational philosophy to guide him in his work. Our philosophy is an expression of our idealism, and ideals will not realize themselves automatically.

To be of value to an educator who is dealing with real situations in a school system, his philosophy must be reducible to an intelligent method of organization and instruction.

It is very difficult to conceive of a superintendent or educator as being progressive who is not familiar with what the schools of education now have to offer in educational psychology. Especially is it important that a superintendent be thoroughly informed as to the principles which underlie educational measurement and as to the simple application of these principles in the school and classroom. Twelve or fifteen years ago many of us looked askance at educational measurement. We doubted whether it were possible to devise any mechanical means by which we could measure either intelligence or the products of instruction as we carry it on in the classroom. However, the wide and extended use of measurement during the recent European war served to show that such means as an aid in determining mental qualities and in measuring outstanding characteristics in individuals were perfectly feasible and practical. Today, all people in education, except those who are most benighted, believe in a sane and intelligent use of educational measurement.

Let us assume that we have in charge of a school system a superintendent whose training is strictly up to date, a superintendent who is armed with all of the available data to meet real situations as they present themselves in the schools. His big problem is to carry his educational program throughout the school system, to make his entire group of principals and teachers acquainted with the ideals and methods which govern in progressive schools, to weld the entire corps into a unit in support of new ideals and methods.

The situations which confront superintendents who desire to carry through enlightened and well thought out programs vary widely in the different communities. In the large cities the extremes are fairly well typified by the conditions in Chicago and Detroit.

The situations in other cities probably lie somewhere between these two extremes; but, whatever the outlook may be and how-

ever hopeless it may seem, it is nevertheless true that, if a town or city has at the head of its school system a thoroughly trained leader who has initiative and force, it is entirely possible to inaugurate and carry through such a system many innovations which will make for improvement and for higher standards of achievement in the schools.

Progress in education is undoubtedly retarded by the lack of trained people to fill the places which new organizations and new methods in education have made necessary. In developing new organizations to serve the needs of the modern curriculum, we have apparently far outstripped our ability to furnish thoroughly trained teachers and administrators to handle these organizations. The junior high school or intermediate school is one of the most promising of the recent innovations in education; but there is a scarcity of teachers who know the philosophy and aims of the junior high school, who are qualified to assist in shaping and organizing the curriculum of this school, and who are prepared to give the kind of instruction which the adolescent youth needs. The result has been that we have utilized grammar school teachers with normal school training and high school teachers with the academic training which is usually given in universities. These groups are not likely to have the social viewpoint which would enable them to realize the ideals which underlie the whole junior high school movement. The result is that many of our junior high schools are such in name only. They are merely a segregation of the seventh, eighth, and ninth grades, and in their methods and organization are in no true sense an expression of the philosophy which brought the junior high school into existence.

The introduction of the platoon school organization into many traditional school systems has been made less difficult because the platoon school is in a sense a transitional school, a compromise between the old grammar school organization and something better and more advanced. It makes a place in its organization for the more formal instruction by teachers who are especially qualified and trained for this phase of the work while at the same time it affords a place in the various special departments, the auditorium, gymnasium, library, literature, art, music, and nature study rooms, for a large body of teachers who have been recciving training along these special lines. This school is thus a happy compromise. By adjusting the best of the old with the best of the new, it makes a school which is satisfactory to parents, pupils, and teachers, and which, without departing too radically from established standards, makes a long step in the direction of progress.

A survey of the conditions of various city school systems would seem to indicate that the great obstacle to progress is not so much the lack of training on the part of the teachers as a lack of training and proper idealism on the part of many of the principals. Over a period of years the principals of our city school systems have become more and more organizers and administrators and less and less supervisors of instruction. In the beginning, when the principal was first evolved as an official necessary to the proper conduct of the schools, he was not only a leader in his community and his school but he was an organizer and supervisor of instruction as well. In cities like Detroit in the early days there were principals who were outstanding men in the field of education, real leaders who left an impress upon the communities in which their schools were located. When the city reached the point where a superintendent of schools was necessary, the importance of the principal, especially in the supervision of instruction, began to diminish. After a time, the supervision of classroom work was turned over to another group of officials known as supervisors, and the principal's job was chiefly to take care of the discipline and those matters which pertain to organization and administration rather than to instruction.

The outcome of this readjustment over a long period of years has been that many persons have been appointed to principalships in city school systems who have neither training nor ability to fit them for leadership, persons who could not have been appointed as principals in the earlier days when the principalship was a position of greater responsibility and power. So it has come about that many people have been made principals who are administrators and nothing else. Some of them have used these positions merely as a means of livelihood while they have developed a private business. While many such persons have been able to hold their positions, we cannot by

the wildest stretch of imagination consider them as educators qualified to carry on a progressive program. On the other hand, such persons wherever they are found are an obstacle to real educational development, and a brake on the wheels of progress.

Among the various agencies and devices which in recent years have been developed to promote the purposes of education, perhaps in its practical results nothing has exerted a more potent influence than educational research.

If a superintendent desires to regenerate his school system and redirect the aims and methods of instruction, the best method of accomplishing it is to awaken an attitude of inquiry on the part of teachers and principals, a desire to experiment and deviate from the beaten path in their classroom work. It matters not that a teacher rediscovers in her research something that many people already know. The value of her efforts lies chiefly in the attitude of mind which it develops in her. To carry out on her own initiative a small experiment and to discover for herself the real facts in regard to a situation which she meets in her schoolroom will so change a teacher's point of view that never again will she be satisfied to base her teaching methods on opinion unsupported by facts. If such an attitude of mind can be developed in a teaching corps, progress in the whole system is almost inevitable.

If the superintendent of schools has been able to inspire his teaching corps with a desire for better things and to institute those measures which will ultimately improve the quality of instruction in his schools, he has still to deal with his public. It can be stated as almost axiomatic that the people of this country are firm believers in education and in their minds the public schools stand first among all the agencies which government has set up to serve the people. Every community is willing to make any reasonable sacrifice to secure for its children the advantages which the public schools have to offer, and it is probably true that a public school system receives the respect, approval, and support of the people of the community just in proportion to the service which the school system renders to the community.

It may be said that the attitude of the public under normal conditions is very friendly toward the public schools, and if the principal and teachers of the school system are thoroughly imbued with the spirit which the progressive superintendent is able to inspire, the community is likely to be more than enthusiastic about its school system.

The criticisms which are made on the public schools originate, in many instances, not in the community itself, but within the ranks of teachers or principals. In many cities the persons engaged in educational work do not stand together and present a united front. Sometimes there is an old time conservative teacher in a system who, because of her training and experience, looks with suspicion on newfangled methods. She may pass out critical opinions very freely among her friends in the community. Frequently her standing is such that her opinions carry weight, and the adverse criticism which she initiates in the community is sure to come back to plague the superintendent.

Sometimes the very materials or instruments which have made progress possible in the schools are a source of adverse criticism on the part of the community. A parent whose child has perhaps received a rating and classification in harmony with his very evident intellectual capacity may resent such classification and thereafter voice his opposition to intelligence tests and all forms of measurement.

In recent years research in the field of administration has provided superintendents, boards of education, and the public with accurate data in regard to costs and the various kinds of service which the schools render to the public. Sometimes these same data, which are gathered primarily to reveal defects, and to point the way to improvement, are used by critics of the school system in such a way as to place limitations on appropriations, and thus prevent the carrying out of worthy undertakings in the school system itself.

Sometimes an educator, prominent in the national field, delivers himself of an opinion which is seized upon by reactionaries in a community and used in such a way as to stop progress in the educational system. The report published by Dr. Pritchett of the Carnegie Institute attacking modern methods of education has been used effectively in various cities by those who desire to curtail expenditures for schools.

We are passing at the present time through a period of retrenchment. Everybody from the President of the United States down to the officials of the smallest communities is urging economy and reduction in taxation. In the face of this situation many communities are having difficulty in properly financing their schools.

As an aftermath of the war there seems to be a marked tendency everywhere to scrutinize and criticise every institution which is supported by public funds. In many places the public seem to have discovered for the first time that the largest share of money derived from local taxation is expended for the support of public schools. As a result, taxpayers, especially those whose direct interest in the public schools is not great, are seeking in many cities to curtail the opportunities offered by schools, and thus reduce the amount of money spent for education.

Perhaps the average citizen, as he notes the rising cost of living and at the same time views the numerous and varied activities carried on in the schools of today, as contrasted with those of the schools of a generation or so ago, is perfectly justified in wondering what it all means. Perhaps he cannot be blamed for inquiring whether there is to be any limit to the responsibilities which the schools must try to assume.

Not long ago a learned and respected citizen in one of our larger cities made the statement publicly that in his opinion the schools of today are trying to do too much, that there are too many subjects in the curriculum, and that what we need is fewer subjects thoroughly taught. This is the opinion of many intelligent citizens, especially of those of us who have the point of view and the training which we all acquired a generation or two ago. What reply shall we make to this criticism? We cannot profitably enter into a discussion of our educational philosophy and psychology with the general public. We cannot perhaps make clear to them that we are not teaching all of these subjects in the curriculum in the formal way in which we formerly taught the three R's. However, we can ask the public who is responsible for the heavily loaded curriculum. We can point out the fact, which must be self-evident, that the home and other social agencies, which formerly contributed a great deal to the training and education of our children, are continually unloading more and more responsibilities upon the public schools. It can be made perfectly plain that the crowded curriculum of today is not due to the eccentricities and whims of educators, but that the curriculum is now and always has been a reflection of the ideals and needs of society. It can be shown that the public schools from colonial days down to the present time always have striven to render to society the service which society demands, and to give to the children of each generation the kind of training which will best fit them for the life of the generation in which they must live.

Every superintendent of schools knows how great is the pressure upon the public schools. At all times there are organized groups and agencies in the community who are interested in projects which they wish to promote and later turn over to the schools. Much of the recent expansion of the curriculum has been due to social pressure. In Detroit an illustration of this is the introduction of Safety Education, which in recent years has become a part of the curriculum. A decade ago no one would have thought it necessary to introduce into the public schools in a formal way instruction in safe living, but the tremendous development of the automobile industry, the consequent congestion in the public streets, and the increasing danger from rapidly moving traffic impressed a group of public spirited citizens with the idea that something specific and definite should be done by the schools to meet the conditions. At the request of this group of citizens, Safety Education was introduced into the curriculum; a supervisor of this work was appointed, and instruction in this line has now been given successfully for several years. This is a concrete illustration of the way in which the curriculum of the schools is constantly being expanded and of the way in which the public is accustomed to influence this expansion of the curriculum.

During the recent war, a great many people realized as never before that the public schools offer a splendid agency through which individuals and organized groups may promote movements of various kinds. We were very glad to use the public schools in this way during the war to encourage the

sale of liberty bonds, to secure funds for the Red Cross, and to aid the government in every way successfully to terminate the war. Now that the war is over there is still tremendous pressure on the part of various groups in society to utilize the schools for projects which in themselves are entirely worthy, but which will in the long run entail new responsibilities and new adjustments for the schools. The public must be made to realize that, while the schools are ready and willing to serve the community in any reasonable way possible, to meet these new responsibilities will require modification in our school organization and new methods. For this the public must be willing to pay.

In Detroit one of the strongest arguments for the introduction of the platoon school has been that it is able to preserve the quality of the training in the three R's which the public has always demanded, and at the same time through its auditorium and its lengthened school day provide a medium through which the ever-increasing demands which the community makes upon the school may be efficiently met.

If the superintendent is to win his community, it is necessary that the entire school organization constitute itself an agency for the dissemination of correct information. The school system, as far as its limitations permit, must reach out into the community, enter into the community's projects, and interest and serve the community in the largest and most effective way possible. In return for this kind of service, the public schools are almost certain to have not only the respect, but the enthusiastic support of the community, and having this it will be possible for the board of education and the superintendent of schools to inaugurate and carry through a sane and progressive educational program.

In what has been said above, the writer would not in any sense be understood as sounding a note of pessimism, but it is only by contrasting our present achievement with our ideals that the real problems and difficulties become apparent. In the field of elementary education during the past ten years there has been more progress in developing a clearly defined and adequate educational philosophy, a well organized body of psychological principles, and a scientific technique of instruction than in any equal period in our whole educational history.

The junior high school, while greatly handicapped in its development because of the lack of properly trained teachers with a background of social philosophy, is nevertheless one of the most promising agencies that the school system has for achieving its purposes.

In the high schools, it must be conceded that the modern point of view in education is being realized less rapidly than in other parts of the school system. This is due perhaps to the continued domination of secondary education by the academic ideals of higher institutions of learning. It is true that modern social philosophy is being discussed more and more in secondary school circles, and, while at present this discussion is largely academic, there is every reason to feel that as time goes on the aims and purposes of this philosophy will be more effectively realized in secondary school practice.

In a word it may be said that the greatest obstacle to educational progress at the present time is the lack of people who are thoroughly trained to do the jobs which present day society expects the schools to do. To overcome this obstacle, we are looking to the schools of education, and the outlook is very encouraging. More and more, superintendents, principals, and teachers are continuing their education in summer schools, evening schools, and extension courses. All of the effective agencies for the training of teachers will as time goes on be able to turn out an increasing number of students with a sound educational philosophy and a thorough training in modern methods which will enable them to cope with the pressing problems which confront us today.

My attention has been called to the fact that the teachers of Michigan have been purchasing inferior reference sets. They have been reached by some salesmanship methods which are open to question, to say the least. It may interest you to know in this connection that the Department is recommending to libraries which can afford them only three books of this nature, which are—The New International Encyclopedia, published by Dodd, Mead and Company, New York; The World Book, published by W. F. Quarrie and Company, Chicago; and Compton's Pictured Encyclopedia, published by F. E. Compton and Company, Chicago.—*T. E. Johnson, Supt. Pub. Inst.*

FIVE DAYS IN CLOVERLAND

By EDWIN L. MILLER
Assistant Superintendent of Schools, Detroit

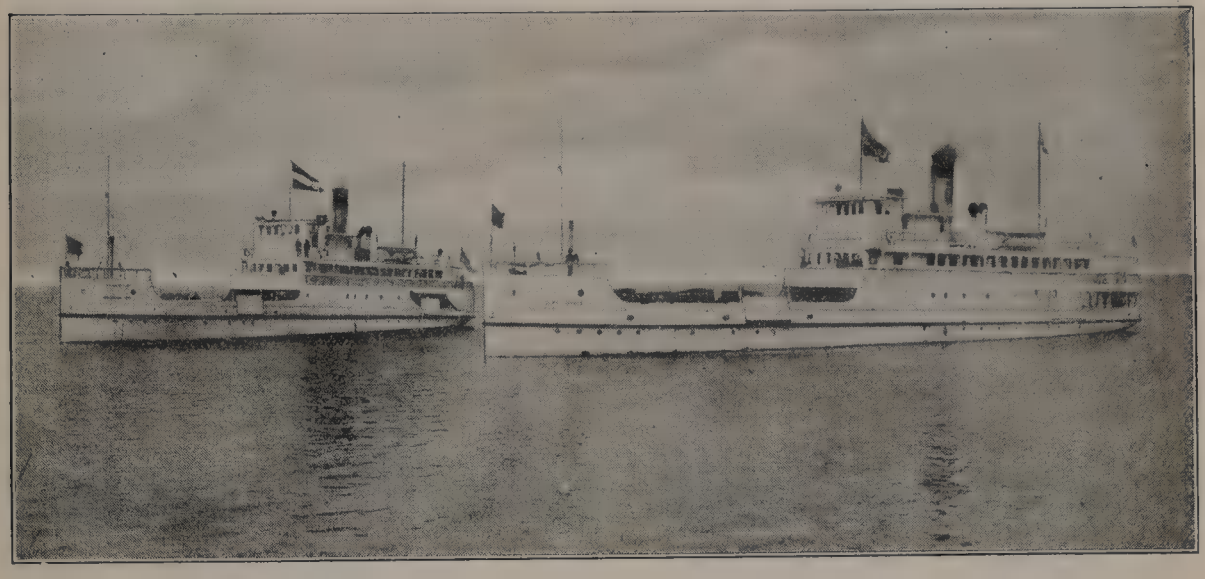
Saturday, October 3, 1925. Left Woodward Avenue Station of Michigan Central at 9:12 p. m., Central Time.

Sunday, October 4. Arrived on time at Mackinaw City, but my suitcase did not, the Senegambian in charge of my Pullman having, in the excess of his zeal, left it at Cheboygan. He told me I could not get it till twenty-four hours later, there being no more Sunday trains. The Pullman conductor said: "I'm sorry, but can do nothing." The manager, however, agreed to send an auto at once to Cheboygan for the case and to forward it to St. Ignace by the 9:30 ferry. All this took so much time that I could get for breakfast before the boat started only two ancient doughnuts and a cup of scalding hot coffee, wherewith I did greviously burn my mouth.

Found on the boat G. N. Otwell, who regaled me with yarns about the adventures he has had visiting the backwoods and island schools of Michigan. He was so entertaining that I extracted from him a promise to write an account of them for the M. E. J.

Found Cameron (E. T.) on the dock at St. Ignace waiting for me per arrangement. His remarks, when I told him about my luggage, were emphatic. I asked him if Father Marquette died in St. Ignace, and he replied: "I have heard it said he died not only here but in several other places." He also regaled me with tales—tales of his adventures in remote school districts as an auditor inspecting the books of unethical and truculent school boards. Must get him and Otwell to collaborate on an educational movie.

He said the new state ferries this year have already carried 70,000 autos across the Straits and more people than the whole population of the Upper Peninsula. He has a powerful imagination.



Michigan State Auto Ferries at St. Ignace, Michigan.

My bag came at 11:30 as promised, we had a good dinner at the Northern Hotel, and finally at 1:00 o'clock we embarked in Cam's new four-brake limousine and were off.

As soon as we started, the rain did, too, and it stopped only when we stopped for the night. At first we had fine views of Lake Huron on our right, then a few farms, and shortly miles and miles of forests flaming with gorgeous reds, browns, yellows, and greens. Cam said they were full of bears, coons, deer, dornicks, foxes, hunters, porcupines, stills, wolves, and rincorusruncusses. The road was good state gravel for about seventy miles, when it became good macadam, and continued so to Manistique,

which we reached at 5:00 p. m. Here, being sick of the rain, we put up at the Ossawinamakee House, where we found capital accommodations and good eats.

In the evening came Superintendent A. F. Hall, who told us of new roads along the lake, and a great plan to make an all-year

resort comprising 50,000 acres near the town. It is indeed in a lovely location, with rich farming lands around. Among its other attractions are a harbor open all the year, car ferries from Frankfort, a river contained in a concrete reservoir a mile long, and a bridge over the same at a level below the surface of the water.

Monday, October 5. Left Manistique at 8:30. Passed fine township school at Enwood. Good view of Big Bay de Noc at twelve miles. Reached Gladstone at 10:00 and called on Superintendent C. H. Teague and Principal C. C. Strickland. Came to Escanaba at 11:00. Saw Superintendent R. E. Cheney and Principal John Lemmer.

Escanaba is the first town to report one hundred per cent membership in the M.S. T.A. for 1925.

Left at 12:30 and drove to Iron River via Powers, Vulcan, Norway, Iron Mountain, Florence (Wisconsin), Alpha, Chicagoan Lake, and Stambaugh. Many fine farms. First iron mine at Vulcan. Iron Mountain full of autos. Looked for but did not find Superintendent M. B. Travis of Iron Mountain or Superintendent Frank

Sweeney of Kingsford, Henry Ford's new city. Beautiful woods and hills. Just after leaving Chicagoan Lake, we found that our car has one grave defect. It will not run without gas. Stopped at Iron Inn in Iron River. Excellent. Day's run 157 miles.

Tuesday, October 6. Off at 8:30 for Ironwood. Good roads. Charming scenery. At twelve miles saw porcupine in ditch. At twenty-four a black bear crossed road about forty rods ahead of us. Near Lake Gogebic a buck, a doe, and a fawn leapt from the bushes almost in front of the car.

Got to Ironwood at noon. Saw John Watson, Gogebic County School Commissioner. Visited new Luther L. Wright High School. Well planned and well built. Library is heart of this school, as it should be, not the gym. Gym is double, is located so as to be cut off from the rest of the building, and has bleachers for 5,000. The lunch room is in the basement, where it belongs. The science and household arts rooms are capital. There is a nice little theatre seating one hundred. Teacher's rest rooms are not provided, but teacher's work rooms are. The exterior is imposing. Superintendent D. R. Rice and Principal L. C. High are hereby congratulated on their good sense in planning and their good luck in having such a building. It is a worthy monument to the memory of a well-beloved and able public man.

From Ironwood drove via Bessemer, Ramsay, Wakefield, Bergland, Ewen, Bruce's Crossing, and Rockland to Ontonagon, eighty-five miles in all, mostly in the rain. Saw splendid new high school at Wakefield. Found a book agent in the woods and gave him a ride. Many fine farms. Big hills between Bruce's Corners and Rockland. A charming ride.

Wednesday, October 7. Left Ontonagon at 8:00. No stores open at that hour. Good macadam road back to Rockland.

A Typical U. P. Road.

Then fine gravel to Painesdale. Scenery best seen yet. Stopped at Painesdale to see Superintendent Fred and Principal Mrs. Cora Jeffers. Fred was "down below" trying to find a site for a normal school and Mrs. sitting "in plus fours" on the floor of the gym surrounded by about fifty adoring ninth-grade boys. Her school has the one thing which more than any other makes a school great—a soul. Every pupil appears to be in dead earnest and is. Every teacher would profit by seeing the student control and the group recitations here. "Each class is divided into groups of five," said Mrs. Jeffers. "Since they all know that art is long, time fleeting, and schools costly, they are all equally in earnest, and hence there

is no need of organizing the groups on the I. Q. basis. Determination and sincerity are no bad substitute for erratic brilliancy." Mrs. Jeffers, in her auditorium exercises, teaches musical instruments by pictures and a victrola, and every kid has to learn the Greek alphabet because you cannot do science and mathematics without it. From the windows of the study hall we looked out on an immense and beautiful panorama —in the foreground forests flaming in their autumn finery, in the middle distance the silver of Keweenaw Bay, and on the horizon (forty miles away) the blue Huron Mountains.

Reached Houghton at noon. Put up at the good Douglass House. Found Fell and Edmonson. Led them astray in afternoon by carrying them way out to Copper Harbor at the tip, almost, of Keweenaw Point, forty-seven miles from Houghton. It was the climax of our trip. We had previously thought that nothing could be finer than what we had seen, but the hills on Keweenaw are equal to Vermont's, the little lakes are as fair as Lake George, and the big lake is worthy of its name. At Copper Harbor we visited the Farthest North Schoolhouse in Michigan. It is taught by Miss Kruke. She has eight pupils, one in each grade from one to seven, except that there are two in Grade Five. The building is a good standard school. Two miles beyond the school is old Fort Wilkins, which the State of Michigan is restoring, and close by it are a game refuge and a State park, which contains the hole where Houghton first found copper. Close by is Fannyho Lake—a gem. Returning we looked at Houghton's monument at Eagle River, the seat of Keweenaw County. This metropolis has a population of 109, a powder mill, a magnificent new courthouse, an excellent gaol, a waterfall equal to that at Inversnaid, and one of the loveliest outlooks in the world. Though Calumet and Hecla is in the dumps, this copper country probably has not yet seen the beginnings of its real prosperity. Can you imagine a thousand Mackinac Islands rolled into one? Here they are on Keweenaw, and, when people find it out, the tourists with their good red gold will flow thitherward in a stream which neither Argentine nor Arizona copper prices can affect. Michiganders, let your slogan be "See Michigan first." It has the goods. It's worth seeing. Cultivate Cloverland. It is destined to become to these United States of ours in the good old summer time and the autumn time and all the time what Florida and California now are in the winter time. It's a great place. If you don't believe me, go and see it for yourselves.

Thursday, October 8. Visited Leonard Mniece and Asa H. Wood in their new high school at Hancock. Built into the slope of the great copper mountain on which the town leans, this structure differs

somewhat from schools that stand on level ground. The slope, for instance, is utilized for gymnasium bleachers. The library and auditorium are unusually good, and the whole building, in and out, is highly creditable to the community.

Left Houghton by D., S. S & A. Ry. at 10:05 a. m., and reached Detroit at 7:55 a. m., Friday morning, a trip of 551 miles and 22 hours less ten minutes.

This leads me to observe that Michigan is a big State. It is bigger than England and Wales. What a blessing it is that we have all this room! Forty millions of people there are crowded into less space than we have for four millions.

If you take the southeastern corner of Michigan as the center of a circle and the northwestern as a point in its circumference, that circumference will run west of Des Moines, south of the southern boundary of Tennessee, southeast of Raleigh, out in the Atlantic opposite Philadelphia, through Long Island, and east of Montreal.

I have often been told that it is better to go to the Upper Peninsula from the Lower by way of Chicago than by way of Mackinaw. This has led me to study the railroad timetables and this is what I find:

By way of the Straits, if you leave Detroit at 9:00 p. m., you are in Houghton at 8:20 p. m. the next evening. Time: 23 hours and 20 minutes. Distance: 552 miles.

By way of Chicago, if you leave Detroit at 7:35 a. m., you are in Houghton at 11:15 a. m. the next day. Time: 27 hours and 40 minutes. Distance: 756 miles.

You can leave Detroit at 7:20 a. m. and get to Ironwood (601 miles) at 5:45 a. m. the next morning by the Straits; or you can go by Chicago, leaving Detroit at 7:35 a. m. and reaching Ironwood (736 miles) at 6:45 a. m. the next morning. The score is therefore:

	Hours	Miles
Mackinaw	22 h. 25 m.	601
Chicago	23 h. 10 m.	736

Similar computations from Grand Rapids, Lansing, and Kalamazoo yield the following results:

From Grand Rapids to Houghton

	Hours	Miles
Mackinaw	21 h. 50 m.	476
Chicago	28 h. 10 m.	656

From Lansing to Houghton

	Hours	Miles
Mackinaw	25 h. 58 m.	500
Chicago	27 h. 15 m.	718

From Kalamazoo to Houghton

	Hours	Miles
Mackinaw	24 h. 5 m.	525
Chicago	23 h. 21 m.	614

We went to several movies. They were all silly and some viciously unmoral. The audience was invariably composed in large part of children who ought to have been at home. Fortunately, unless I am mistaken, they were for the most part quite unconscious of the real meaning of the pictures. Such pleasure as they got they derived apparently from their escape from parental control, from the sociability of the occasion, from such scenes as knocking an egg with a golf club into the face of a well-groomed gentleman, and from annoying the rest of the crowd by their boisterous effrontery.

This leads me to reflect that the movies are now helping the schools to perform the chief function of education, which is to separate parents from their offspring. Why not, then, put them in each town under the supervision of the Board of Education, utilize this marvelous instrument for presenting information that is worth while, and make attendance compulsory for all children?

Question: Why did we go?

Answer: To get material for the M. E. J. and the Michigan Book.

Question: Did we succeed?

Answer: Yes, but I have not yet seen any pictures of Cloverland which begin to do it justice. I hope that somebody will send me a few.

THE FROG

What a wonderful bird the frog are.
When he stand he sit,
When he hop he fly,
ALMOST.
He ain't got no sense,
HARDLY.
He ain't got no tail
EITHER.
When he sit down he sit on
What he ain't got
ALMOST

Fisher's Magazine.

CURRICULUM BUILDING

By ARTHUR DONDINEAU, DETROIT

The scientific study of the curriculum has received greater consideration by the educational and public press during the past two years than at any time in the last decade. There appear to be more people, including teachers, supervisors, and administrative officials, concerned with the development of the instructional program of the public schools than that of any other educational subject. Certainly it is a tribute to the teachers and administrators of the State and Nation to say that they are more vitally concerned with the content and medium of instruction than at any other time.

This may mean that more people hold in common a philosophy of education than formerly; or it may mean that with a more scientific study of education our aims and objectives are more definite, and hence, all groups are thinking more along the same line and stressing similar values. Certainly teachers and supervisors are co-operating in curriculum construction to a degree unheard of a decade ago.

At the present time, the Division of Research of the Superintendents' Section of the National Education Association are engaged in a co-operative study of curriculum construction. This is a scientific study of the instructional materials and activities which it is believed ought to be included in the curriculum. The national committee has divided its work under the headings of social studies, handwriting, spelling, English, reading, industrial arts, mathematics, modern languages, health, art, character education, elementary science, and nature study.

Many cities, such as Los Angeles, Denver, and Detroit, have been engaged in revising and rebuilding their curricula during the last five years.

Detroit, for more than a decade, has been engaged in researches leading toward the development of a scientific curriculum. For some twenty years Detroit has had a staff of supervisors whose time has been spent in the study of instructional problems. Specialists are employed not only in the special subjects of music, art, handwriting, and the vocational subjects, but in English, social science, reading, exact science, health, safety education, and work with the foreign-born.

During the last five years the supervisors in Detroit have given less time to teacher and classroom inspection and more time to researches and demonstration work in the field of instructional materials, methods, and procedure. At present, they are giving a major part of their time to the development of the instructional program. They are engaged in continuous study and research supported by field work and actual teaching, while building courses of study in the various fields.

The work of curriculum construction is never ended. As soon as a course of study in one subject is printed, the staff immediately begins on revision and refinement. Usually a new or revised course of study in each subject is issued at the end of every three or four years. Formerly it was the policy of cities to collect courses of study, cut out what was considered the best in each, and out of such parts build a course of study.

In such a plan the material, methods, and devices were too often stale and musty; activities were usually absent. Research generally consisted of searching for such courses of study. Each year brings forth new material and new experiences, so that a course of study to be fresh and up-to-date and usable, must be the product of continuous research with results tested in the classroom under actual teaching conditions.

In the elementary field, courses of study have been completed in health education, social science, arithmetic, art, English, including spelling, safety education, and such vocational subjects as shop, cooking, sewing, household mechanics, etc. Courses of study in music, library, and reading are now being developed and will probably be completed during the present year. Curriculum work along similar lines is now being done in the intermediate and high school program of instruction.

In future issues of the Journal, at the request of the editorial staff, we will inform teachers of the progress of these various studies resulting from the work of teachers, supervisors, and the administrative staff of the city.

NATURE STUDY FROM AN AUTOMOBILE

By CLARISSA MURDOCH

The road to Old Japan you cry,
And is it far or near?
Some never find it till they die,
Some find it everywhere,
The road where restful Time forgets
His weary thoughts and wild regrets,
And calls the golden year
Back in a fairy dream to smile
On young and old a little while.
—Alfred Noyes.

The family called it the "Sentimental Journey" when we started out in the car at the close of school. It was a quest to recapture a thrill that came in my childhood whenever I ran about in the great North woods, seeking the floral treasures that grew so abundantly there. Surely this was not just age longing for youth. Had the lumbermen left any pine trees? Were there still lady's slippers? Would it be possible to see again around rotting tree stumps bunch-berries in bloom or luckier still, twin-flowers?

It was to answer such questions that we set forth, two adults and two little girls, and, as we are a nature-loving family, we decided to keep a notebook with a list of flowers, birds, and animals, together with comments on any unusual sights.

It was real sport to see which of the four would be first to spot a new flower or shout out gleefully the name of a new bird. Even when one is driving thirty-five miles an hour it is surprising how many plants can be identified.

One of the first things that we noticed was the color of flowers in mass. There were four beautiful blues, each different from the others. A sluggish stream had its banks covered with forget-me-nots, whose blue blossoms have the sky's own azure. Chickory, coming into bloom, brightened the wayside. This blossom, whose color is true sapphire in tone, is sometimes called dust flower because it grows

"By the dusty road,
Where tired feet
Toil to and fro."

In the ditches everywhere was our native iris, blue flag. The divisions of its perianth have in the North a rich purple hue, as regal as that of the German iris of the gardens. Traveling on we began to see harebells, until near Mackinaw City they were everywhere by the way, great patches of deep blue.

There were fields white with daisies, considered pests by the farmers, but loved by little children and poets.

"Over the shoulders and slopes of the June
I saw the white daises go down to the sea,
A host in the sunshine, an army in June,
The people God sends us to set our hearts free."

Fields were splashed with the vivid yellow of mustard and butter-cups and near Tawas for miles we saw a brilliant burnt-orange plant giving a gorgeous color to the meadows. Puzzled, we stopped a moment to investigate and discovered it was the tawny hawkweed, far more beautiful than the common one.

It was here we began to look for the wood lilies and presently we came upon them, scattered at first, then in great numbers. On looking closely we saw up near Cheboygan that there were two kinds, lilium Philadelphicum, or wild orange-red lily, and the western variety of this. Both have erect bell-shaped flowers, but the leaves of the latter are more scattered. When we were returning home by way of Chicago we saw in Southern Michigan Turk's Cap lilies, the most striking of our native lilies, growing, as they sometimes do, seven feet high. The flowers of this species are nodding. All these lilies were much more red than orange. Sometimes I wonder if men botanists have a very good color sense. Large *pail*s of these glowing lilies on the porches at Mackinaw City proved how abundantly they grew. Even the children were shocked at seeing them. We wanted to stop and deliver a conservation lecture. These flowers were less plentiful in the Northern Peninsula.

In Mackinaw City we also saw our first lady's slippers, the showy and the small yellow, in two huge bouquets. We studied them carefully and absorbed their beauty, as we were not sure we would find them growing. Imagine picking all those wonderful orchids, when a flower lover like Mrs. William Starr Dana, author of "How to Know the Wild Flowers," was never fortunate enough to find them growing! I fear they will soon be extinct.

Above East Tawas we began to see

many evergreens, about the bases of which were carpets of brake and wintergreen, until at the straits there were enough to fill the air with their wonderful, pungent, healing odor. Will one ever forget it? I would not give the memory of it for all the perfumes of Grasse. In one of Eleanor Hallowell Abbott's stories the children play a game, "What smell would you be if you could be a beautiful smell?" In such a contest my choice would be the stimulating fragrance of the pines. Across the Straits on the way to the Soo we were really in the country of the pointed trees, pines, spruces, cedars, firs, larches, and hemlocks, interspersed with beeches and gleaming birches.

Do you love trees as we do? We have favorite trees all over the countryside near Detroit. On our drives if I forget to mention one a youngster is sure to sing out, "There 's Mother's tree." We enjoy Van Dyke's "Psalm of the Friendly Trees."

"I will sing of the bounty of the big trees;
They are the green tents of the Almighty;
He hath set them up for comfort and for shelter.

* * *

He that planteth a tree is a servant of God;
He provideth a kindness for many generations,
And faces that he hath not seen shall bless him."

In the Upper Peninsula there are still forests of birch trees, those most individual of trees, with their grace, their white trunks, and their golden leaves hanging like dangling jewels in the autumn. The birch is so intimately associated with the life of the Indians that it has an additional appeal. As we gazed at them we seemed to hear Hiawatha calling,

"Give me of your bark, O Birch tree!
Of your yellow bark, O Birch tree!
Growing by the rushing river
Tall and stately in the valley!
I a light canoe will build me."

Growing with the birches are all the trees mentioned in the building of the canoe.

"Thus the birch canoe was builded
In the valley, by the river,
In the bosom of the forest;
And the forest's life was in it,
All its mystery and its magic
All the lightness of the birch tree,
All the toughness of the cedar,
All the larch's supple sinews;
And it floated on the river
Like a yellow leaf in Autumn,
Like a yellow water-lily."

Longfellow may not have been a great poet, but he surely knew the forests of the North.

Another beautiful native tree was in bloom, the American mountain ash. A little later it will be covered with coral-red berries that always remind me of Babbie in "The Little Minister," as she came dancing down the woodland path with the rowan berries in her hair.

As we left St. Ignace we began to look eagerly about, hoping to see an orchid. It was almost too much to expect that one would be obliging enough to grow by the roadside. A light rain began to fall, adding to our difficulty. Driving slowly, we closely scanned the boggy banks of the ditch. There were so many flowers of St. John's-wort in bloom it was hard to pick out a yellow flower. Discouraged, we were about to give up when just ahead I saw a perfect specimen. As we wished one for study the acrobat of the family had to jump the wide ditch, full of black bog water, to get it. Before he picked it we looked long at it in its natural setting. Of a vivid yellow hue, with two long wavy brown sepals standing pertly out at the side, it looked like some rare yellow bird poised for flight. This species, the small yellow, has a peculiar heavy fragrance. Two of our questions were answered. There are still big woods and one may find orchids.

We stopped in Manistique, where I had roamed in the woods as a child, to find the other answers. Arriving there we drove to Big Spring, called Kitch-iti-ki-pi for an Indian brave. Leaving the automobile we walked to the brink. Here at our feet growing over the bog moss, were twin-flowers with their perfume filling the air. So much perfume for such little flowers! This dainty member of the honeysuckle family is a procumbent vine with evergreen leaves and it sends up slender stalks, each bearing two small pink and white flowers. It is an exquisite thing. We got on the raft and pulled ourselves out over the spring. It is a sulphur spring of ice cold water, sixty feet deep and four hundred yards across. So clear is it one can see the bottom of white sand, and little bubbles coming up here and there. The water is brilliant emerald green. Many submerged tree trunks, covered with long strands of moss, lie in confusion about the edges. One feels as if floating in air. The hand of the despoiler has not been here

and cedars still surround it. We were fascinated by its wild, weird beauty, but I, for one, had a feeling approaching fear. One has a catching of the breath as if one could not bear its loveliness. There is a charming Indian legend woven about the spring. I fancied that if one kept still enough an Indian maiden might peep out at us from behind the cedars. Beautiful Kitch-iti-ki-pi, may you long be preserved from the desecration of "hot-dog" stands!

Driving back by a winding road through thick woods, looking sharply through the underbrush, we saw another yellow orchid and just after that the one who had never before seen them spied a blooming plant of the showy lady's slipper, the most beautiful of our native orchids. If the yellow lady's slipper suggests a bird, these remind one of a flock of pink and white butterflies settling on the vivid green stems. This species also has a beautiful odor, though the botanists do not mention it. Is their sense of smell deficient as well as their sense of color? We found this orchid on the third of July, about the time it blooms in the White Mountains. While we did not see pitcher plant or sundew, as we had hoped, it was because we had not ventured into the swamps. It is well to leave something for another time. Our cup of joy was running over. After the lady's slippers anything else would have been an anti-climax.

We listed fifty-two flowers: water-lilies—in Wisconsin there were acres of them on the lakes and ponds, butter-fly-weed, fireweed—growing abundantly in the burned over areas, thimble-weed, six kinds of clover, dogbane, yellow bush-honey-suckle, bunch-berry—growing like a carpet about stumps and fallen logs, forget-me-not, stone-crop, hairy puccoon, wintergreen—in fruit, huckleberry, Laborador tea, beach pea, sheep laurel, butter-cup, yellow pond-lily, columbine, daisy, yellow lady's slipper, showy lady's slipper, iris, wood lily, Turk's cap lily, harebell, convolvulus, jewel-weed, blue-eyed grass, spiderwort—everywhere in Wisconsin and Illinois, but not in Michigan, elderberry, evening primrose, yarrow, black-eyed-Susan, lupine, Joe-Pye-weed, meadow-sweet, bergamot, mullein, pickerel-weed, Bouncing Bet, blue vervain, St. John's-wort, twin-flowers, shrubby cinquefoil, hoary pea—the one new flower we found.

Of course there weren't as many birds on our list, but we did identify thirty-four: crow, kingbird, red-winged blackbird, song sparrow, red-headed woodpecker—this bird being seen everywhere, flicker, kingfisher, phoebe, whose nests we saw in the Dells of the Wisconsin River, bobolink (who said he was a rare bird? Not in Michigan), barn swallow, wren, meadowlark, goldfinch, herring gull, purple martin, summer yellowbird, whose loud call we heard in every woods, rusty blackbird, sparrow hawk—the most beautiful of our hawks, bluebird, whippoorwill—which we saw stretched out asleep along the length of a charred limb, cedar bird, heron, robin, white-throated sparrow, scarlet tanager, catbird, blue jay—Wisconsin was full of jays, bobwhite, orchard oriole, brown thrasher, mourning dove—some people dislike the plaintive, "A-coo-coo-coo" of this bird, but, having read "Romona" as a child, it always makes me think of Allesandro and his pet name for Romona, Majella, the wood dove, whose voice is low and "sweeter than any other sound in the world."

The heron was standing in a stream, waiting for his supper to swim by. He looked as though he had stepped out of a Japanese print. As we were leaving Michigan a scarlet tanager came and perched on a fence, making a wonderful picture against the cedars. It was a gracious farewell.

The animal list is still smaller: weasel, rabbits, squirrels, woodchucks, turtle, snake, and chipmunks.

There were many chances to study ecology, the relation of plants to their environment, in the ponds, bogs, thickets, forests, and the dunes with their scanty vegetation. Geography lessons were fascinating outdoors when the textbook was Lake Michigan or Lake Huron, glacial lakes, rivers, the rapids of the St. Mary's River, the Wisconsin River and its gorge, and the sand dunes of Indiana.

We returned after ten days in the open, having covered eighteen hundred miles. We brought back with us a sense of physical well-being, a quickened appreciation of the beauty of our native land, many lovely pictures stored up "to flash upon that inward eye which is the bliss of solitude," and a knowledge that it is possible for an adult to "recapture that first fine careless rapture."

CHARACTER DEVELOPMENT

*By ANGELINE WILSON
Central High School, Grand Rapids

Is it not true that those systems of education which have had the most lasting influence upon civilization have been the ones in which emphasis has been placed upon the development of character?

Greek education, whose influence is still powerful, was based upon that ideal. This fact is evident in Aristotle's expression of the aim of life as "living happily and beautifully" and in Socrates' statement of his fundamental principle, "Knowledge is virtue." The early Christian and Cathedral schools, potent in their effect through all the ages since their time, made moral discipline their strongest point of emphasis. Roman education, with its stress upon pure intellectualism, and that of the Middle Ages, which stifled individual growth, were lifeless and barren in comparison with the educational ideals of the Renaissance, which revived the Greek aspirations for a free moral personality, and declared the aim of education to be "the production of the perfect man fitted for participation in the activities of the dominant social institutions." This was essentially the theory of Erasmus, the master mind and influence in education not only of his own time, but throughout the sixteenth and seventeenth centuries as well. From that time until our own day, there have been periods when narrow humanistic theories have dominated educational practice, and again when moral and practical aims have had their sway.

A large group of educational thinkers of the last forty years have felt keen alarm because of the evident over-emphasis which modern education has placed upon "doing," with far too little on "being." There has been a distinct movement in France and England to supply this lack by introducing into the public schools systematic moral instruction. The difficulty of separating religious training from this effort has led to a rather unsatisfactory formal course in Ethics, which has not resulted in the desired character development. In America the most definite attempt to make character building a functioning aim in education was the founding in 1878 of the Ethical Culture School in New York City by Felix Adler, and the Ethical Society, which has grown from the original free kindergarten until now it includes all grades through a senior high school. Its aims and purposes are typical of the ideals of the character development movement now gaining so widespread attention in educational circles in our own and other countries.† "The ideal of the school is not the adaptation of the individual to the existing social order, but to develop young men and women with such qualities of courage and honesty, industry and moral earnestness, combined with a keen sensitiveness to the stimulation of high ideals, that they will be competent and will have the desire as well as the courage to change that environment into closer conformity with moral ideals. In other words the school desires to train people who believe that their salvation consists in reacting beneficially upon their environment."

During the period mentioned there have been many important movements whose object has been to emphasize the character building side of education. Among these have been the International Conferences on Moral Education held in England in 1908 and 1911 and in Holland in 1912, and the American School Peace League, changed in 1919 to the American School Citizenship League. Of special interest to us is the Character Education Institution of Washington, D. C., founded under a slightly different name in 1911. This institution includes in its membership many state superintendents of public instruction and commissioners of education. It has the one object of promoting in our public schools the building of character and it has adequate financial support to insure its projects being given the right kind of publicity.

In 1914 "a business man of wide experience and thoughtful attitude towards the needs of his nation" conceived the idea of stimulating interest in the moral training of public school children, by offering a prize of $5,000 for the best children's code

*Member of M. S. T. A. Committee on Character Development.

†"The National Committee Report on the Reorganization of Secondary Schools," P. 220.

of morals. He offered this prize through the Character Education Institution, insisting on being known only by the name of "The Donor." "This Morality Codes Competition of 1916 made a beginning in formulating those foundational conduct ideals which should be thoroughly appreciated, in mind and heart, by the children of the nation, in all circumstances and conditions of life—." "The Donor" realized at this stage of his experiment that there must be effective method used in making these fundamental ideals powerful in the lives of young people. He therefore offered, again through the Character Education Institution, another prize of $20,000, called a research prize, for the best public school plan for applying character education. The history of the research done in committees from many states in competition for this prize is an interesting chapter in the development of serious thought toward character building. The award was made to the "Iowa Plan," widely circulated throughout the country at the present time. These prizes, and the quiet but continuous and consistent work of the Character Education Institution have begun to show results, for there is a constantly growing interest in the whole subject both inside and outside of educational circles. Many cities have, in practice, well organized movements for moral training; some states have taken up the problem as a part of their educational program, and the Atlantic and Collier's magazines have given much attention and publicity to various phases of the question.

With all these varied and powerful influences working together, is there any doubt that the age-old and all important aim of education—the building of character—will be re-instated in its rightful place?

Some of the practical and concrete results and methods of the movements now in progress toward realizing character ideals, such as the Prize Code and the Iowa Plan, will be reproduced in subsequent numbers of the Journal under the direction of the M.S.T.A. Character Development Committee.

RURAL SOCIAL PROBLEMS

The program of the Michigan State Conference of Social Workers for their annual meeting at Grand Rapids in October had several topics on Rural Social Work. President K. L. Butterfield of the M. S. C., who spoke on "Some Recent Trends in Rural Social Work," emphasized the primacy of the human element in country life and said that the vast money investment in improved plants and animals and in soil conservation was justified only to the extent that these physical resources served a superstructure of improved social organization and service. President Butterfield cited recent federal government appropriations, which include in the purposes stated studies in rural economic and social conditions and held this to be a significant new step in rural progress. He said that the State College and some other state institutions had already begun such studies in counties and more intensively in small communities.

Rural Social Work was discussed by Miss Louise Cottrell of the University of Iowa, Mrs. Helen S. Moore of the Michigan Dept. of Health, and Mrs. T. E. Hoakley of the Michigan Home and Training School at Lapeer. These speakers all cited vivid individual cases and left a thorough conviction of the urgent need of State and county social service adequate to reach neglected and, because of their isolation, almost forgotten cases. Mrs. Mary S. Routzahn of the Russell Sage Foundation, New York City, discussed in a most penetrating way "Interpreting Social Work for the Community." Lack of information on the part of the public about social work is the great handicap of the social worker. Mrs. Routzahn urged four definite means of overcoming this obstacle: (1) The workers should be careful to use only such words as are understood by the general public; (2) every possible personal contact should be sought; (3) the largest number advisable should share the work; and (4) occasionally special helpers should be brought in to renew the initial interest in the work.

ENGLISH AS SHE IS SPOKE

She's flat on her back with ammonia.

The battery is busted, sah. The amateur ain't workin' today.

During his short year and a half—*Daily Paper.* What is the difference between a short year and a half and a long year and a half?

THE JUNIOR HIGH SCHOOL AND COLLEGE-ENTRANCE REQUIREMENTS

By J. B. EDMONSON

Professor of Secondary Education, and Inspector of High Schools, University of Michigan

1. The problem of entrance requirements is again receiving the consideration of colleges and secondary schools.
   (a) High schools find it increasingly difficult to stress preparation for college.
   (b) Colleges are expressing some dissatisfaction with preparation of entering freshmen.
   (c) The development of the junior high school has created new difficulties in the articulation of colleges and secondary schools.
2. The Junior High School Committee of the North Central Association of Colleges and Secondary Schools has recommended that college-entrance requirements be restated in terms of the last three years of the high school.
3. The definition of the junior high school, as adopted by the North Central Association, reads:

"A Standard Junior High School is a unit of our public school system consisting of grades seven, eight, and nine, organized and administered as a separate unit of the school system, having its own administrative head and corps of teachers and characterized by flexible promotion, provisions for exploration and review of subject matter in the early semesters of the course, and limited choice of elective subjects during the later semesters of the course.

"Explanation: This standard in no wise means that grades seven and eight should not be organized on a junior high basis and meet the standards to follow; nor, that the six year school should not be organized where administrative convenience or necessity demands it."

4. The arguments for the adoption of the North Central recommendation are:
   (a) The junior high school is the outgrowth of a demand for the re-organization of the public secondary school that has been sponsored by public school and college leaders, and the time has arrived for the colleges to recognize the results.
   (b) The re-organization of the curriculum of Grades Seven, Eight, and Nine is not going forward in terms of college-entrance requirements as now defined.
   (c) The junior high school movement has now reached the point where it has profoundly affected the traditional type of school organization based on the 8-4 plan.
      (1) Of 877 school systems in the North Central territory, 501 or 57% have departed from the traditional 8-4 plan.
      (2) Of the 68 cities of over 100,000 population, 50 have taken positive or favorable action toward the junior high school movement.
   (d) The failure of the colleges to recognize the junior high school will have the effect of retarding the curriculum re-organization desired by high school leaders.
   (e) There is reason to believe that college preparation would be done more thoroughly if emphasized as one of the major functions of the senior high school.
5. For the guidance of colleges in restating requirements, the Committee of the North Central Association proposed a distribution of the units required for admission, as follows:

GENERAL REQUIREMENTS.

1. One Academic Major of Three units.
2. Two Academic Minors of Two units.
3. Electives—Five units.

Total—Twelve units.

SPECIFIC REQUIREMENTS

1. English must be offered as a major or a minor.
2. At least nine of the twelve units must be in academic fields.
3. The two minors may be defined as the different colleges may determine.

6. The University of Nebraska has revised its requirements so as to admit the graduates of senior high schools on the following basis:

(*Continued on page 165*)

PLACING THE TEACHER IN THE RIGHT PLACE

There are probate lawyers, civil lawyers, corporation lawyers, and criminal lawyers. There are dry goods merchants, grocers, automobile manufacturers and retailers. There are all kinds and classes of business and professional people. That distinction applies with redoubled force to those who are engaged in the teaching profession. The Placement Bureau of the Michigan State Teachers' Association emphasizes that fact and carries out a policy in accordance with it in placing teachers in positions.

"We are not attempting to compete with any other agency. We are only doing our part to help place the right teacher in the right position." So says E. T. Cameron, Executive Secretary of the Association, and the directing head of the teachers' placement bureau. A few facts about that bureau will be informative and enlightening to many members of the teaching profession in Michigan, and members of the Michigan State Teachers' Association.

It is obvious to anyone that teachers are equipped and qualified for certain positions. That position may be in the primary department, the grammar grades, the high school, as principal, or as superintendent. In addition to procuring a place for a teacher, it is the obvious service of a teachers' bureau to obtain a position for the applicant which will conform to the qualifications of the teacher. That is axiomatic, and the best service any teacher can anticipate.

There is also another consideration which is of more personal interest to the teacher than to anyone else. Have you ever been located in a place, or in a position, where you realized every minute of the time that you were in the wrong place? By that is meant the environment, the community. Two teachers, or two persons of any other profession may be of equal merit, but where one fits in the other may not fit at all.

Now the Placement Bureau of the Michigan State Teachers' Association not alone makes every effort to obtain a position for teacher applicants, but it also considers carefully the important issue of "the right teacher for the right place,"and the proper community for each individual teacher. That kind of service is worth more to anybody than merely obtaining a job. It helps to assure each individual that when a position is secured that person is adapted to that place, and with few exceptions, if any, will succeed in a professional and a personal way. When success is obtained that is the big future asset of every one in the teaching profession or in any other profession or business. That truth is obvious and needs no further explanation.

The third consideration, and in fact the one which should be really the first, is that the best interests of the boys and girls of the public schools are conserved and cared for when the best teacher is obtained for each particular position.

This new Placement Bureau of the Association began to function in April, 1925. In the first four months of its operation it enrolled 119 candidates, 42 men and 67 women. It placed 17 in positions as follows: one superintendent, 10 high school instructors, 3 grade teachers, 1 rural teacher, 1 supervisor of grade music, and 1 supervisor of grade art.

Here is one thing to be remembered: openings for superintendencies are very limited, and good high school positions and the better grade places are not presented every day by any means. It takes time, some experience, and success in the lower places to merit those higher up. But the index gathered from the few months' experience of the Placement Bureau, and which is shown from other sources, guarantees that the teacher who knows his or her work, and is efficient, will eventually reach the goal toward which he or she strives.

To members of the State Teachers' Association the membership fee in the Bureau is $5.00. To teachers outside the state the fee is $8.00. Upon receiving this enrollment fee, the Association office at Lansing will send full instructions as to what must be done relative to furnishing photographs and endorsements, as well as credentials of professional standing, and then the Bureau does the rest. There is no percentage of the new year's salary to pay for this service. The membership fee pays in full, and is intended to cover only the actual expenses of the Bureau. This service is solely for the teacher, in his or her interest and the interest of the boys and girls who attend the schools of Michigan.

(*Continued on page 165*)

A PRACTICE HOUSE

By H. A. DAVIS
Superintendent of Schools, Port Huron

These are days of changing conceptions in education. The time has arrived when we are teaching our boys and girls those things which will carry over into actual life and function, rather than so many pages of dry, uninteresting material which has no practical value, and which was supposedly good for the boys and girls, only because they hated it.

In former years the course of study was rigid. All children were treated alike and were supposed to come forth from the school as finished products. Since that time, we have discovered the fallacy of this kind of education and we are trying to make our course of study flexible enough to afford each and every individual an opportunity to take an active part in those things in which he is vitally interested.

It seems to me that all the way through our educational process we have spent a large sum of money for the education of our boys, but we have paid too little attention to the development of that most important unit of society, the home over which a girl is destined to preside.

We have chemical laboratories and physical laboratories, manual training rooms and vocational schools for boys, all equipped with the latest apparatus and at no small cost. For our girls, in some localities, we have Household Arts courses including Domestic Science, Millinery, and some practice housekeeping rooms, built in the school at a cost of approximately $5,000 a room at least. These rooms, usually three in number, are more or less show rooms rather than rooms where training in housekeeping can actually take place.

I believe that if we are going to train girls

Marie Maloney Cottage, Port Huron, Michigan.

for the future the way they should be trained, we must do so under conditions more nearly approaching those they will have to contend with after they are through with their school work.

Last year the boys and girls of our 9th grade Community Civics classes under the able leadership of Miss Elizabeth Carlisle entered the "Better Homes in America Contest." They had two things in mind; First, to build a model home on the campus of the Washington Junior High School such as every boy and girl might be able to own some day; second, they wished to plan the house as conveniently as possible throughout, and furnish it to present a home-like appearance.

For the purpose of building such a house, our Board of Education allowed us $5,000.00. After the plans for the house were drawn and thoroughly gone over by the class, they were submitted for bids, and the contract was awarded to the lowest bidder. The bid, with a few extras, amounted to $4,811.80 for the construction of the house including heating, plumbing, and electricity.

The furnishings of the house were donated by one hundred twenty-seven different organizations in our city who allowed the students of the Community Civics classes to make the selections. The inventory of these furnishings is $2,817.00. During the first week in May the house was thrown open to the public for inspection and we estimated at least 10,000 people visited the Practice Home. We named our home the "Marie Maloney Cottage" after Mrs. William Brown Maloney, who orginated the Better Homes in America idea through the columns of the Delineator Magazine, which she edits.

Pictures of the model home and a complete description of the house and furnishings were forwarded to the "Better Homes in America Directors," and last July, out of 1700 cities and communities taking part, Port Huron was awarded a special first prize of $300.00 for the permanent character and value of its Practice House. Of course, we were all happy to win the prize, but we are happier still to have the model home for the use of the girls in the Domestic Science courses of the Washington Junior High School, because it affords them an opportunity to work under actual home conditions. In this respect, Port Huron ranks first among junior high schools. It is a real joy to see the pride these young ladies take in their work in this practice house.

I mentioned before something about the laboratories for boys. What better laboratory can be found for the development of our country socially and economically, than a laboratory for training girls to be home makers? We are proud of our Practice House, proud of the service it renders to the boys and girls, and to the community, and we invite you to visit us at any time. We want you to see how much more practical a house of this kind is than housekeeping rooms built in the school. We want to show you that it can be built cheaper and yet be much more serviceable. We want you to realize what sort of an inspiration to become good citizens a project of this kind is to our boys and girls.

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

About 125 Michigan high school football coaches and officials attended the first football rules interpretation meeting of the Michigan High School Athletic Association which was held in the Michigan State College gymnasium on Saturday, September 19.

Mr. L. L. Forsythe of Ann Arbor, President of the State Association, spoke on the growth of interscholastic athletics in Michigan, and the aims and ideals of the State Association.

Mr. John L. Griffith, of the Western Conference, spoke on football of today and athletics in general of the future, and discussed the value of athletics as training for citizenship.

Mr. Ralph Young, Director of Athletics at Michigan State College, led the discussion on rules and interpretations of rules for the 1925 football season.

The adoptions made at the meeting are the official recommendations and regulations of the Michigan High School Athletic Association and as such are binding upon all schools in the state in all games between Michigan schools. The rules, which fall under two heads, Technique of Officiating, and Interpretations of Rules, are given in full in the September Bulletin of the Michigan High School Athletic Association. This is the first time there has been any statewide adoption of rules.

COMMENTS ON UPPER PENINSULA MEETING

By J. B. EDMONSON

President Fell of the M. S. T. A. said: "The superintendents should insure that the members of the school board are members of the M. S. T. A. I send in the membership for my school board and charge the same to the current fund. As board members serve without compensation, I feel that this charge against the general fund is justified, in view of the fact that the M. S. T. A. publications increase the efficiency of a school board."

A. W. Westphal of the State Department said: "Many high schools have discontinued inter-school basketball for girls because of the injurious effects of the game. Inter-school basketball games are fine sport for boys, but the same cannot be said of inter-school basketball for girls. The leaders in physical education for women are practically unanimous in condemning inter-school basketball for girls."

Deputy Superintendent C. L. Spain of Detroit said: "The present generation of children have lost respect for tradition, authority, and opinion of adults. Stern discipline and repressive teaching are obsolete. This generation must be trained to direct its own activities."

K. G. Smith of the State Department said: "Urge your manual training teachers to visit the shops of neighboring towns and cities. Visiting days are valuable for all teachers, especially those in the field of manual arts."

Milo H. Stuart, Indianapolis, said: "Athletic contests should be a part of the health education program of a school. It is a mistake to separate the athletic department from the physical education department. The aims and control in one should dominate in the other."

President C. C. Little of the University, said in a letter to the U. of M. Alumni: "To you, as high school teachers, principals, and superintendents, our University High School ought to be of especial interest, and I hope it may also be of especial help and value. This is its second year. It has a staff of 21 instructors and an enrollment of 218, against 127 pupils last year. This school aims, for one thing, to demonstrate proper methods to our own University seniors; for another, to be a place where superintendents and principals can come for suggestions about curricula and the like; and again, to be a laboratory for experimentation and investigation, but one which always attacks specific problems and always knows what it is trying to do. And of course in order to bring all this about it has first and foremost to be a good school. This I think it is. The faculty is a superior one, and the pupils are being given an idea of the obligations of citizenship which results in an unusual atmosphere of freedom among them. We want you to visit the school whenever you can.

"If I have any other message than one of greeting and these few words about the high school, it is simply that we who are teachers must not forget that we are also students. We must know our subjects, and nobody ever knew all there is to know about any subject. Then we must know our students as well as our subjects. These are two fields of learning which we must never neglect."

President William Mather Lewis of George Washington University said: "Education does not consist in accumulating marketable information, but in gaining mental control; in learning how to think. And America needs today, more than anything else, people who have the power of calm constructive thoughts."

President John M. Munson of the Northern Normal said in conversation: "School is starting out very nicely with an enrollment of 663, which is 30 below that of last year. Everyone remarks about the splendid quality of the student body. The fine quality is due to the splendid co-operation that the superintendents and principals gave in selecting students for the Normal. I asked all of the schools to discourage young people from coming to Northern unless they were of good quality and the type of persons that these schools would be glad to take back as teachers. The quality of this year's student body is proof that the schools have met my request. All in all things are looking fine."

J. B. Edmonson said: "The superin-

(*Continued on page 163*)

"HEN" ASKS "TOM" FOR A JOB

By H. H. PHILLIPS
"Chicago Daily News"

Scene: Edison Plant
Time: Plenty

Mr. Ford enters and asks Edison for a position.

Edison: "Well, Hen, what can I do for you?"

Ford: "I'm looking for work."

Edison: "Lookin' for work! Why, Hen, I thought you had the biggest paying business in the country!"

Ford: "Well, it's like this: I'm sick of it; there's too much detail—too many little things to look after."

Edison: "Why don't you make a larger car?"

Ford: No, I wanta go into a new game, something more illuminating and with a brighter future in it."

Edison: "Whatcher gunter do with the flivver business?"

Ford: "Oh, I know a coupala (couple of) nice young Jewish boys and I'm gunter let 'em have it."

Edison: "Well, Hen, you're a friend of mine and all that, but I can't give anyone a job here who doesn't pass my XYZ test. It's the rules, you know. Do you think you could answer a hundred questions on history, geography, etc.?"

Ford: "The last time I tried it I made an awful mess of it. Couldn't you lay off the history stuff—just as a favor?"

Edison: "No, history is very important in the electric light business. A man who don't know, for instance, how long Cleopatra was sick could never string a telephone wire properly; and just fancy employing a man to charge a battery if he couldn't tell offhand what colored vests Henry VIII wore!"

Ford: "Well, shoot your questions, but I don't like the idea."

Edison: "Who was Paul Revere?"

Ford: "A jockey or something like that, wasn't he?"

Edison: "Correct. Who wrote "The Star Spangled Banner?"

Ford: "George C. Francis Cohan, wasn't it?"

Edison: "Right. Now, who was John Quincy Adams?"

Ford: "He's the feller that writes 'The Conning Tower' in the New York Tribune."

Edison: "Gosh, Hen, you know everything."

Ford: "Well, I've studied a bit in my spare parts—I should say, my spare hours."

Edison: "Who was Moses?"

Ford: "Let's not get into any racial dispute."

Edison: "Now, Hen, tell me who was Hendrik Hudson?"

Ford: "He invented the Hudson motor car."

Edison: "Who wrote "The Barber of Seville?"

Ford: "I dunno, unless it was Gillette."

Edison: "Correct, Hen. Tell me something about Mephistopheles?"

Ford: "Mephistopheles are young mosquitos, ain't they?"

Edison: "It's impossible to stick YOU. What Latin motto was on the original American Flag?"

Ford: "F. O. B. Detroit."

Edison: "What is the capital of Socony?"

Ford: "About $10,000,000."

Edison: "Where is Sedan?"

Ford: "I dunno; I came in a coupe."

Edison: "Name a famous general."

Ford: "General Motors."

Edison: "Where are the greatest tin mines located?"

Ford: "Detroit."

Edison: "Who discovered carbon?"

Ford: "Do you know any car owner who didn't?"

Edison: "How many miles to a gallon?"

Ford: "Eighteen or yer money back."

Edison: "What does the Monroe Doctrine guarantee?"

Ford: "Ninety days service at any of our service stations."

Edison: "Who killed Ben Hur?"

(Continued on page 164)

Highland Park Nursery School.

Lunch Hour, Highland Park Nursery School.

Playroom, Highland Park Nursery School.

VALUE OF HELPING TEACHERS

By E. J. LEDERLE
Commissioner of Schools, Oakland County

If in the business and industrial world they have superintendents and foremen wherever a considerable number of people are employed and if there is any justification for supervision in city school systems with their highly trained teachers and simplified tasks, then certainly in the matter of administering rural education over a widely distributed territory with immature, inexperienced, and untrained teachers having the most difficult teaching job in America, supervision or Helping Teacher service is worth its cost. I have no means of demonstrating its worth in dollars and cents, but I believe it is worthwhile from what we have evidenced as follows:

1. A quickened professional spirit on the part of the teachers, as evidenced by attendance at summer school, extension classes, and 95 per cent voluntary enrollment of teachers this year for Saturday classes at their own expense and time. Last year's percentage of attendance at these meetings was 87.3 per cent.

2. The stimulating influence on the boys and girls of having someone come in from the outside who is interested in them.

3. Unifying the work done in the county as could not be done except through direct contact.

4. The arousing of interest of school boards and people of the communities in their schools resulting in very marked improvement in the way of modern textbooks, equipment, building conditions, etc.

5. A demand on the part of boards and patrons that they have a teacher who will tie up closely with the office in Helping Teacher service, and welcome sympathetic, helpful, and inspiring supervision.

In discussing a matter of this kind it is difficult to be brief but with us there is no question as to its worth. The only question is, how can we produce the best results? and in this we are seeking any suggestions others may have to offer.

PROGRAM
HIGH SCHOOL PRINCIPALS' ASSOCIATION

Lansing, December 3 and 4, 1925

Thursday, December 3, 1925

1:30 p. m. Hotel Kerns

Music—

Address—"Relation Between Rural and City High Schools,"
M. S. Pittman, Professor of Rural Education, Michigan State Normal College, Ypsilanti

Address—"Saturating the Service,"
Wm. McAndrew, Superintendent of Schools, Chicago, Illinois

Recess

Music—

Address—"Articulation Between Junior and Senior High Schools in Lansing,"
H. E. Gardner, Principal West Junior High School, Lansing

Address—"Social Science in High School,"
C. A. Fisher, Principal Central High School, Kalamazoo

Address—"A Phase of Citizenship,"
H. J. Ponitz, Principal High School, Sault Ste. Marie

6:00 p. m. Banquet

Hotel Kerns Dining Room

Music—

Address—"A Good Word for the High School,"
E. L. Miller, Assistant Superintendent of Schools, Detroit

Address—"Why is a High School Principal,"
Wm. McAndrew, Superintendent of Schools, Chicago

Friday, December 5, 1925

8:30 a. m. Hotel Kerns

Michigan High School Athletic Association
L. L. Forsythe, Principal Ann Arbor High School, presiding

A program having to do with athletics in the high schools of Michigan will occupy this two-hour period

10:30 a. m. Hotel Kerns

Music—

Annual Business Meeting
E. J. Reed, Principal Adrian High School, presiding

Reports of Committees:
State Uniform Marking System,
C. V. Courter, Principal Central High School, Flint

North Central Association Reports,
J. B. Edmonson, Professor of Secondary Education, University of Michigan

Election of Officers

1:45 p. m. Hotel Kerns

Address—
E. E. Fell, President Michigan State Teachers' Association, Holland

Address—
Dr. K. L. Butterfield, President Michigan State College, East Lansing.

EDUCATIONAL CALENDAR

1925-1926

Nov. 8-14—Children's Book Week
Nov. 16-22—American Education Week.
Dec. 3, 4—High School Principals' Association, Lansing.
Dec. 4.—Michigan High School Athletic Association, Lansing.
Jan. 17-23—National Thrift Week.
Feb. 21-25—Department of Superintendence, N.E.A., Washington, D. C.
May 13, 14—Eighth Grade Examination.
June 27-July 3—National Education Association, Philadelphia, Pa.

N. E. A.

DEPARTMENT OF SUPERINTENDENCE

Washington, D. C., February 21-25, 1926

For the accommodation of the Michigan delegation attending this meeting, 120 double rooms have been reserved at the Hotel Raleigh, which will be Michigan's headquarters.

Arrangements have been made whereby the Baltimore & Ohio Railroad will operate a train of Pullmans, with club, observation, and dining cars, to leave Detroit on the following schedule:

Saturday, Feb. 20—Lv. Detroit 10:00 p. m.—Eastern Standard Time.
Sunday, Feb. 21—Ar. Washington 3:30 p. m.—Eastern Standard Time.

This train will leave Pittsburgh early in the morning, so as to provide a daylight ride over the Alleghany and Blue Ridge Mountains, paralleling the historic Potomac River for more than one hundred miles, passing famous Harper's Ferry situated at the junction of the Shenandoah and Potomac Rivers and the joining of three states, Virginia, West Virginia, and Maryland. A short stop will be made at Harper's Ferry.

This schedule will permit the Michigan delegation to arrive in Washington in time for the opening session Sunday afternoon.

For those desiring to reach Washington early Saturday, Sunday, or Monday morning, arrangements have been made to operate special sleeping cars on the regular train leaving Detroit at 2:20 p. m., Eastern Standard Time, daily, arriving in Washington at 7:40 a. m. the following morning.

Those desiring to join the party at Toledo, Ohio, may do so at 11:45 p. m., Eastern Standard Time, or 4:10 p. m., Eastern Standard Time. The above trains depart from the Fort Street Union Station, corner of Fort and Third Streets, Detroit, and from the Union Station at Toledo.

The railroads will authorize reduced round trip fare tickets at $32.33 from Detroit, with corresponding reductions from all Michigan points. In order to secure the benefit of the reduced fare ticket, tickets should be secured from your home station wherever possible. Reduced fare tickets can be had only upon presentation of identification certificate, which may be secured from the N. E. A.

Pullman lower berth rate Detroit to Washington, is $6.38, upper $5.10, drawing room $22.50, and compartment $18.00 in each direction.

It may be possible to arrange to operate through special sleepers from Grand Rapids and Saginaw, to take care of delegates from those districts. These cars will leave Grand Rapids, via Pere Marquette Railway, at 5:16 p. m., and from Saginaw, via Pere Marquette Railway, at 4:55 p. m., Saturday, February 20, arriving in Detroit in ample time to be attached to the Michigan train leaving Detroit at 10:00 p. m.

Hotel reservations should be procured through the Michigan State Teachers' Association at Lansing, Michigan. Application for Pullman reservations should be directed to D. L. Moorman, District Passenger Agt., Baltimore & Ohio Railroad, 131-133 Lafayette Boulevard, Detroit, Michigan.

Washington being the most interesting and inspiring city in America, particularly to educators, arrangements can be made at a nominal cost for comprehensive sight-seeing programs to take in the White House, Capitol, Museums, Bureau of Printing and Engraving, Congressional Library, Arlington Cemetery, Alexandria, and Mount Vernon, the home and burial place of General George Washington.

COMMENTS ON U. P. MEETING

(*Continued from page 158*)

tendent should require that each teacher visit another school during the first semester of the school year. (Do not close school for a visiting day. Try to insure that teachers visit successful schools. Refuse visiting days immediately before and immediately after the vacations. Require teachers to give an oral report of their findings at a meeting of the teachers. Furnish substitutes for teachers while absent. If possible, have the board of education pay the traveling expenses for visits within seventy-five miles.)"

SOCIAL SCIENCE IN THE HIGH SCHOOLS OF THE THIRD M. S. T. A. DISTRICT

This brief article is based upon information given by the teachers of social science in representative high schools, and a most valuable and interesting address by Mr. Oscar S. Trumble of Jackson High School on the subject: "Social Science in the Modern High School." We believe this chart shows the present status of social science in this district, and by one familiar with the development of the social science curriculum several conclusions may be drawn from it. This seems to be the tendency in the social science curriculum in the district and in the State generally:

7-B—Geography
7-A—Ancient or European History
8th—U. S. History
9-B—Occupations
9-A—Community Civics
10th—World or European History
11th—U. S. History
12-B—Civics (Am. Gov't.)
12-A—Economics or Sociology.

SOCIAL SCIENCE IN 28 SENIOR HIGH SCHOOLS AND 6 JUNIOR HIGH SCHOOLS

(20 of the Senior High Schools are 4-year schools)

Subject	Length of Course		Required	Grade				Length of Course				Current Events
	1 yr.	1 Sem.		9	10	11	12	40	45	50	60	
U. S. History	10	8	16	....	....	10	8	6	8	3	1	14
Civics (Am. Govt.)	.....	17	12	....	....	6	11	6	8	2	1	10
Combined Course in U. S. Hist. and Civics.	10	.....	10	....	....	1	9	4	4	1	1	8
Economics	1	12	2	....	....	3	10	3	6	3	1	3
Sociology	.....	7	1	....	....	2	5	2	2	2	1	2
World History	16	.....	4	1	12	2	1	5	8	2	1	9
European History	15	.....	5	....	9	6	....	5	6	3	1	9
Ancient History	16	.....	6	7	9	....	....	5	8	2	1	7
Commercial Civics	15	1	9	15	....	....	....	6	8	1	....	11
English History	2	.....	.....	1	....	1	....	....	2	....	....	1

Junior High Schools	Length of Course		Required	Grade					Length of Course				Current Events
	1 yr.	1 Sem.		7-B	7-A	8	9-B	9-A	40	45	50	60	
Commercial Civics	.....	6	6	....	....	....	....	6	....	2	4		4
Occupations	.....	6	6	....	....	....	6	....	....	2	4	.....	
U. S. History	6	.....	6	....	....	6	....	....	....	2	4		6
European or Ancient History	.....	5	5	....	5	....	....	....	....	1	4		5

"HEN" ASKS "TOM" FOR A JOB

(*Continued from page 159*)

Ford: "Probably a garage bill for chariot repairs."

Edison: "Where do all the codfish come from?"

Ford: "I dunno; I just keep advertising the car an' they just flock in from all sides to buy it."

Edison: "Oh, there's no sense going any further; you answer them as well as I could. Take off your coat and hat an' go to work."

HIGH SCHOOL INSPECTORS INSTITUTE NEW POLICY

In order to increase their service to the smaller public and private high schools of the state, Professor J. B. Edmonson of the University of Michigan and Assistant Superintendent C. L. Goodrich of the State Department of Public Instruction called a series of conferences at the opening of this school year in eleven accessible centers of the state. Other speakers were A. W. Thompson, State Director of Interscholastic Athletics, A. F. Westphal, State Director of Physical Education, and John F. Kendel, State Supervisor of Music. Attendance at these conferences was restricted to superintendents of schools in towns of under 2,500 population, the county commissioners of schools, the heads of parochial schools offering high school work, or their representatives. This restriction was placed in order to make it possible to stress the problems of the smaller schools.

The principal topics presented at the conferences were:

Standards of Scholarship in Small High Schools.
The Improvement of Supervision in the Small School Systems.
The Curriculum of the Small School.
The Meaning of the Standards of Accrediting.
New High School Legislation.
The Health and Play Activities in the Small School.
The Interpretation of the Regulations of the State Athletic Association.

Each of the foregoing topics was presented by the use of an outline, a copy of which was furnished to each one in attendance. The speakers attempted to make their discussions as specific and concrete as possible. The superintendents were urged to use the outlines as a basis of a report to their teachers and to their boards of education.

The conferences lasted four hours and were conducted in such a way as to encourage interruptions with questions and free discussions of the topics presented. Through the conferences about three-fourths of the smaller accredited and a large number of non-accredited high schools of the state were reached. Unsigned ballots of those in attendance indicated unanimous approval of the conferences, and a desire that the plan be repeated.

The second conference will in all probability be held in the spring, and plans are being made for a program that will interest the superintendents and the secretaries of boards of education.

The conference plan is not considered a substitute for the former type of inspection, but a possible way of anticipating some of the more common weaknesses and perplexing problems of the smaller schools. It also presents an opportunity to promote a closer acquaintance between the department of inspection and the high school people of the state.

JR. H. S. AND COLLEGE ENTRANCE REQUIREMENTS

(*Continued from page 154*)

ENTRANCE SUBJECTS FROM SENIOR HIGH SCHOOLS

"Graduates of accredited senior high schools (grades 10, 11 and 12) may have full admission to freshman standing on 24 entrance points (conditional admission, 23 points) completed in the senior high school; provided that a year of algebra and a year of foreign language may be counted from work carried in a junior high school, in such instances the total credits earned in grades 9-12 not being fewer than 30.

"Eighteen academic points are required, 14 of which shall consist of a major (6 points) and 2 minor (4 points each), which shall include English and mathematics for all colleges. Academic subjects are defined as English, foreign languages, mathematics, natural sciences and social sciences. A major in foreign languages may consist of a year of one language and two of another, but a minor must be in a single language."

PLACING THE TEACHER IN THE RIGHT PLACE

(*Continued from page 155*)

Only members of the Michigan State Teachers' Association, with experience, are eligible to enrollment with the Bureau. Teachers from outside the state must also have the required experience to enroll for a position in this state. But all the teachers of Michigan, save a comparatively few, now belong to the Association, so its service is almost universal in this state.

OUR PRESIDENT'S PAGE

E. E. FELL
Superintendent of Schools, Holland, Michigan

CATHEDRAL BUILDING

A traveller beheld a great cathedral in building. He approached a workman and asked, "What are you doing?" The workman looked up with eyes that were leaden and that spoke nothing of the joy of accomplishment, and replied, "Can't you see? I am cutting stone." The traveller approached a second workman and asked, "What are you doing?" The workman scarcely looked up as he replied, "I am earning eighteen pence a day with which to provide for my family." "You are doing well," replied the traveller, "we are told in the Good Book that he who careth not for his own is worse than an infidel." The traveller approached the third workman, "What are you doing?" The workman dropped his tools and, with his hands extended towards heaven, and with the light of the joy of achievement shining in his face, he exclaimed, "O, brother I am helping to build a cathedral." "You are doing more than the others," replied the philosopher traveller, "you are hewing stone, you are earning wages with which to provide for your loved ones and yourself, and greatest of all you are helping to build a cathedral."

Every teacher is helping to build a cathedral. He may be a stone cutter, teaching reading, writing, arithmetic, history, or algebra; or he may be a time server, working for his wage; or he may have a vision of the lives and characters of boys and girls which he is helping to build. This makes the difference between the artisan and the artist. His work may be dignified by the joy of service and the hope of achievement.

"A builder builded a temple,
He wrought with care and skill,
Pillars and groins and arches
Were fashioned to meet his will,
And men said, when they saw its beauty,
'It shall never know decay;
Great is thy will, O builder,
Thy fame shall endure for aye.'

A teacher builded a temple,
She wrought with skill and care,
Forming each pillar with patience,
Laying each stone with care.

None saw the unceasing effort,
None knew of the marvelous plan,
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust,
Pillars and groins and arches
Food for consuming rust.
But the temple the teacher builded
Shall endure while the ages roll;
For that beautiful unseen temple
Was a child's immortal soul."

COPPER COUNTRY QUOTATIONS

The following pearls were collected by President E. E. Fell at the M.S.T.A. Convention at Houghton, Oct. 8-10, 1925.

I wanted a voice to call me to a great work. It came; it didn't come from heaven; it came over the telephone, which is often the same thing.—*Ada Ward.*

We remember our heroes in war. Let us not forget our heroes in peace.—*Ada Ward.*

With all of your luxuries I am afraid that you are losing the best, home life.—*Ada Ward.*

Your children are young only once; give them a good home life.—*Ada Ward.*

No place have I seen such obedient parents as in America.—*Ada Ward.*

Three thousand miles of international boundary line without a gun is the greatest thing in America—three thousand miles of consecrated common sense.—*Ada Ward.*

Another great outstanding thing about America is one language. This one language will bring about peace on earth—if we are big enough.—*Ada Ward.*

Let us all get under the banner of the Prince of Peace and fight till war is no more.—*Ada Ward.*

Most of what you know isn't so.—*Stefansson.*

There is a direct line of connection running from the desk of every school of the state to the congress of the world.—*Glenn Frank.*

STATE OF MICHIGAN

DEPARTMENT OF PUBLIC INSTRUCTION

THOMAS E. JOHNSON, Superintendent

WHERE SHALL WE PLACE THE RESPONSIBILITY?

We hear a great deal about the crime wave. I am not sure that statistics actually show that a crime wave exists, but, presuming that it does, the question naturally arises as to the part the school might take in overcoming the situation. This we know to be true: There are many youthful criminals today and it is perfectly proper to assume that the school could do something toward remedying the situation. Many people are suggesting that religion should be taught in the schools. Some people are going so far as to ask for a definite course of study in the subject. It is an open question whether religion can be taught. It is also an open question as to whether or not religion will accomplish the thing we wish to see accomplished.

A criminal is essentially an unsocialized unit of society. Properly socialized he would appreciate the demands of society upon each individual and would respect the lives and property of others. It may be that the problem of the youthful criminal is chiefly one of adequate socialization or it may involve the question of proper use of leisure time. I asked my young son the other day why boys stole. He hesitated for a few minutes and said, "I think it is because of the kick in it. I know a boy who stole a thirty-five dollar camera and gave it away. He didn't want the camera but he was trying to find a thrill by putting something over."

Education should socialize the individual and should also provide a background which will enable him to enjoy adequately his leisure hours without any lapses from the recognized legal means of diversion. I do not for a moment concede that the strictures which are being passed by some people on our educational system are justified, but I do feel that we should use every possible means to give to our pupils the proper social attitude and adequate cultural backgrounds. Socialization may be brought about upon the playground and in the classroom. Organized play and proper recitation methods will accomplish more than curricular content, although in the subject matter presented in the classes it should be possible to teach the need of bearing the proper relationship to society as a whole. The history of our civilization is a history of united endeavor, and proper emphasis on this fact will go far toward building up in the consciousness of the pupil an understanding of the principle that our social organization has no place for the criminal.

However much we may stress this in the school, I am fully convinced that the re-introduction of a shingle, if not in a woodshed at least in a basement, with an old-fashioned father wielding the implement, may do more than anything that can be done in the school. The parents of America are too easy with their children and possibly the greatest contribution the teachers of America could make to the problem of the juvenile criminal would be to awaken the parents to the fact that they have a duty which they have been carefully shunning during the past few years.—*T. E. J.*

A citizen who is in favor of the enforcement of only the laws for which he has voted, and in the principle and wisdom of which he agrees, is not a law-abiding citizen of a democracy. He has something of the autocratic spirit. He is willing to govern but not to be governed. He is not willing to play the game according to the rules of the game.—Chief Justice William Howard Taft, Journal of Education.

SCHOOL BUILDINGS

W. L. COFFEY
Deputy State Superintendent

CALVIN COOLIDGE SCHOOL

School District No. 7, Redford, Michigan

The Calvin Coolidge School is located in the extensive Grandale Subdivision area, near Grand River and Division Avenues. At the time of its inception, the school district had not been annexed to the city of Detroit, but was operated as a separate unit. It is now a part of the city of Detroit.

Housing for approximately one thousand children between the kindergarten and sixth grade was needed, and a twenty-four section platoon building of the Detroit type was designed. This building can be used to the same advantage for the traditional system if desired.

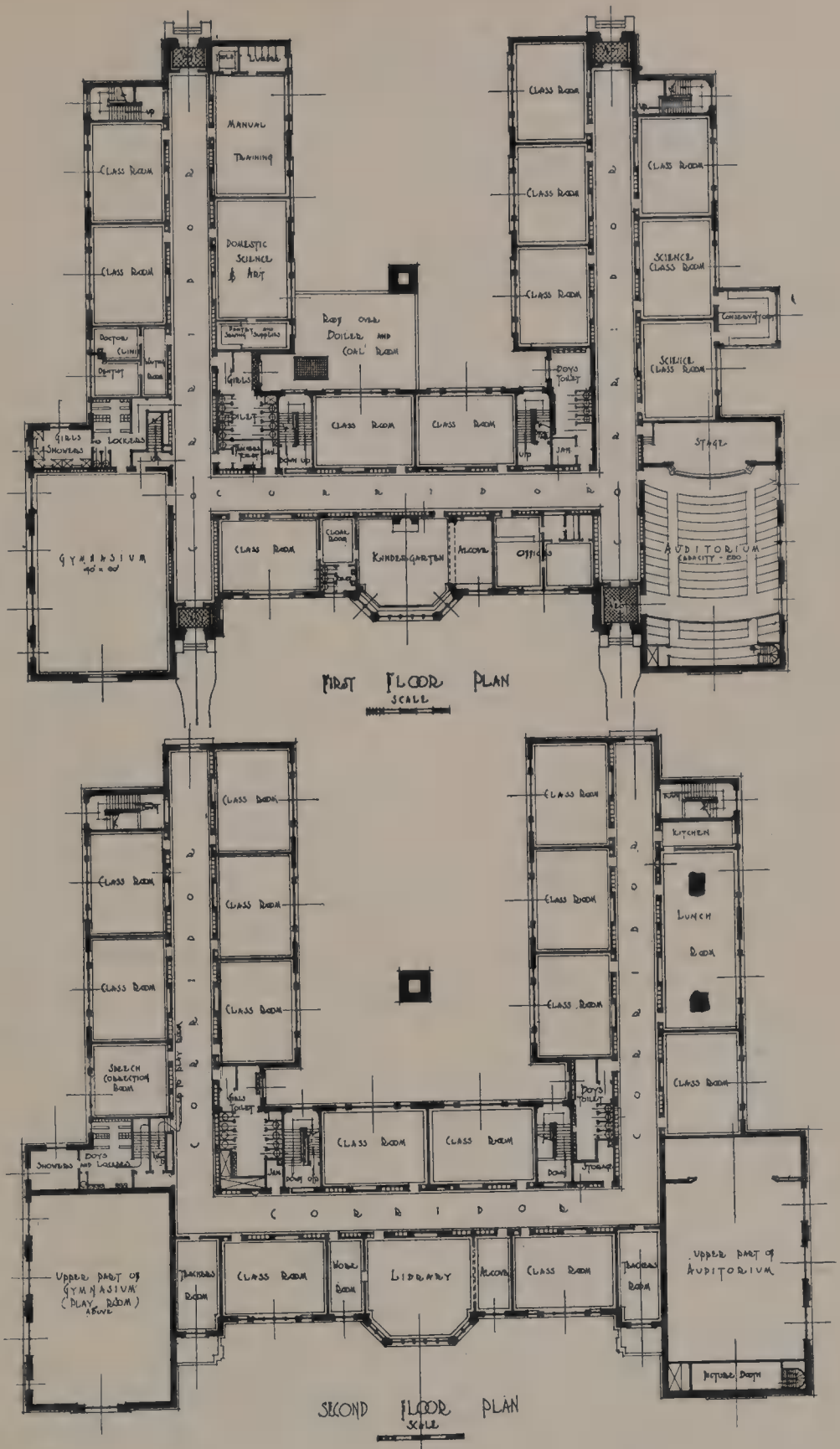
The building is located at one end of the block, leaving the entire playground in one field—a departure from the usual practice of placing the building near the center of the site and dividing the field. This plan provides sufficient space for the ball diamond or football field and makes the space more useful for community athletics.

The architecture of the building is modified Gothic with special attention given to the problem of creating a pleasing exterior for the portion under construction. (The present plans call for the construction of ten rooms only.) The design features the various activities of the school from the architectural standpoint, the sections contained in the gymnasium, auditorium, and kindergarten being emphasized.

The brick is of mingled shades, red to blue-brown, with steel cut mortar joints. Floor and roof systems are of reinforced concrete. The trim is artificial stone. The steel window sash is of the side projecting type to permit cleaning.

Features of the interior construction include a thickness of but 18″ for partitions between corridor and classrooms. These partitions contain bookcase and teacher's locker opening into the classroom, the pupils' locker opening into the corridor, and the concrete columns and ventilation ducts inclosed within the walls. The change to 18″ from the usual 36″ is largely accom-

(*Continued on page 170*)



THE

CALVIN COOLIDGE

SCHOOL

INTELLIGENCE AND RIGHTEOUSNESS CO-EXTENSIVE

Annual Convention of Michigan Council of Religious Education, Detroit, November 3-5, to Major in Weekday Religious Instruction

Public school leaders throughout the nation are facing the problem of weekday religious education. In many Michigan communities students are being released from school for a stated period each week in order to allow church teachers to provide religious instruction.

It is timely, then, to have a convention in our state which will give primary attention to this subject. The annual convention of the Michigan Council of Religious Education, to be held in Detroit, Nov. 3-5, is planned so as to provide information, instruction, and inspiration in all phases of Sunday school and religious education work, but special emphasis will be placed on the weekday program. Michigan leaders who are experimenting in this field will be present to give the results of their experience. National leaders of prominence will be at the meeting, among them Paul Stetson, Superintendent of Schools of Dayton, Ohio, and a former Michigan school man, and Dr. Hugh S. Magill, Executive Secretary of the International Council of Religious Education, and formerly a Field Secretary for the National Education Association. President Hoben of Kalamazoo College, who is president of the Michigan Council of Religious Education, will preside at the Convention and give his address on "Character as an Educational Goal." Other speakers are President Butterfield of the Michigan State College, Dr. D. W. Kurtz, President of McPherson College, McPherson, Kansas; Dr. C. R. Erdman of Princeton Theological Seminary; and Miss Mary Abernethy, Supervisor of the famous Gary system of weekday schools of religious education.

Further information concerning the meeting can be secured from the Michigan Council of Religious Education, 569 Capital National Bank Building, Lansing, Michigan.

CALVIN COOLIDGE SCHOOL

(*Continued from page 168*)

plished by placing the fan in the attic and the location of the horizontal vent ducts in the corridor ceilings.

The stairways are placed in alcoves near the entrances, with the stair run at right angles to the corridors instead of in the corridor and at the building entrance. Advantages are an unobstructed school entrance where the traffic load is heaviest, obviating the necessity of reversing direction of traffic at the foot of the stairs, better corridor lighting, and ease of future addition to the end of the corridor. The extra cost seems to have been offset by simplified construction, as it does not appear in "per pupil" cost when compared with the older method.

Vestibules, stairs, and toilet floors are of terrazzo. Classroom and corridor floors are of pure gum rubber 3-16 inches thick. Corridor floors are marked in 12 inch squares, and all rubber is inlaid to represent terrazzo. Rubber cove and base are used in all rooms using rubber floor. The trim used is yellow pine finished in dark oak. Walls are two coat plaster with a sand finish. This finish seems to have an acoustic value and gives a satisfactory appearance to the walls for a time without decoration.

Ventilation is distributed with six ceiling diffusers in each classroom and special diffusers at the building entrances. The fans and ventos, with their steam and air pipes for supply, are of capacity to care for future addition. Ducts are also dead ended at the walls to allow for extension. The boiler is of capacity for half the complete school, and space left in the boiler room for another boiler setting. The heating system is of the two pipe gravity type.

The building is roughed for all necessary future plumbing. An automatic program clock is used and a closed circuit fire alarm system. The closed circuit system is supervised by a trouble bell which rings whenever the system is out of order.

All plumbing, vent ducts, steam mains, and wiring are designed and built in to care for future additions to bring the building up to the twenty-four section housing.

Total cost of the building, including architects' fees, grading, lockers, and playground, was $123,317.18.

CURRENT LITERATURE

T. E. RANKIN
Professor of Rhetoric and Secretary of the Summer Session, University of Michigan

BARBARISM AND "CIVILIZATION"

SARD HARKER

By John Masefield. The Macmillan Company. New York and London.

This is a thrilling tale of good men and evil, black, bronze-colored, and white, a tale of loyalty and of crime. It is a tale of the spirits of ships,—ships fierce, hard, and of great beauty. A tale, too, of the high Sierras, crossed by Sard Harker, first mate of the *Pathfinder,* Sierras which only one man had crossed before him and that man one hundred years ago, Sierras in which the wind striking sharp angles in the rocks at the chasm tops must have made ancient men believe the gods were speaking in music from dusk to dawn. A tale of men of incredible oaths, and of women whose faces wore scarcely ever the flutter of a smile. A tale of cities in which at almost any spot might be erected a slab with the legend *Hic ceciderunt* carved upon it, and in which are heard (in the tale itself) shattering volleys of rifles, thunder of cheering, carillons of bells. It is a tale of adventures beyond belief, until we hear them so well told. When they are told, we believe all excepting that we do not believe any man's dream can quite come true.

The hunted wanderer in this story crossed mountains whose frozen crags are white with the bones of white men who have attempted their heights and failed. "The Indians do not go into these Sierras; nobody goes into the Sierra; there are strange things in the Sierra which do not want to be known." He crossed also deserts where the spirits of men are maddened by the insistent, ceaseless pelting, the pat-pat-patting of dry-shot sand. He left behind him dead civilizations, crossing morasses and death-haunted lagoons amid such perils as make littleness fall from men; and when he gains freedom from these perils it seems to the reader like a soul's delivery.

The wanderer's delivery from the terrors of nature and from semi-wild men is but a long preface to his falling into the hands of men who have known the highest "civilization" but who have reverted to barbarism worse than Scythian, the barbarism of men who have known the carib leaf, the sickly, stupefying fumes of which indicate (not symbolize only) the fusing of the primitive and the decadent and an overwhelming human power inhumanly and resolutely devoted to the practice of evil,—that evil which possesses the enormous strength to give cruelty such part in the world as would shame the Devil to clean and chaste purposes. Yet amid all this are lives exquisite as the pure sound of singing, fighting intensely for purity and for the other intense things that are the only pure things.

It is a strange story. After all its blood and misery, we gladly remember, more vividly than we remember the blood and misery, the illumination of every situation in it by the light of the high shining purpose of the man whose one path we faithfully follow through the tale. Masefield in *Sard Harker,* as in every other book he has written, knows how to "set the sun in the heavens," and he does it. And not only light but the *color* of light pervades the whole pageant of the tale. There certainly are few books which contain within their pages contrasts equal to those of this one, and yet despite the breadth of these contrasts the author uses such almost infinitely delicate gradations of color as make one splendid harmonious effect.

Description is, largely because Masefield is the author, the strong feature of the detail in this novel; and yet it is false in tone. John Masefield has surely seen enough of the world's hardness and its evil to warrant the use of a rude, savage strength in his art of description had he continued to live close to that aspect of the world's life, or had he not; but of late his years have been passed in an environment too refined to allow purity and precision in drawing outlines of savagery in either nature or human life without risk of censure, and he

has evidently preferred not to take the risk. His work in this book differs from what it might have been as studio sketching differs from sketching on the spot. Also the story is too quickly over for an adequate setting forth of the thoughts and feelings which must have surged through the being of a nature so sensitive as that of the hero of the book. Still, I, for one, have not read so thrilling a book for many a long year.

THE CONSTANT NYMPH

By Margaret Kennedy. Doubleday, Page & Company. New York.

Here is a book for the discriminating reader. He (or she) will be, as the novelists say, "enormously pleased" with it. None will praise it for its story, for it has no story, or rather it has shreds of several. It will be praised for its presentation of living characters, because the people in this book are alive, more alive than many who have walked in the flesh. The book is a little living world, if ever a book has been that. It will be praised for its truly admirable consistency of incident with character. Its author will be admired for being able to make conversation so completely consistent with character. She will be admired for her keen discernment of the educational "world", of music, of children,—of various things both pleasant and unpleasant. But above all the book should be praised as the one book we have had for years notable for truly excellent humor.

Why, then, so late in "noticing" this novel? Because of its title. One felt it not possible that the "nymph" could be constant, and one felt that the people and the things done and said would be as shady as those of any average thriller; or else that the volume would be a forced and stilted effort at grafting classic ideals upon modern social roots to make a best-seller for the old-time finishing-school girl,—if any such can any more be found. But a book so persistently exalted with praise by competent readers was not thus to be dismissed with neglect.

So far as the characters are concerned, here are unconventional people. Novelists seem to know few others. Even the novelist who writes (usually with pitiless hostility) of the spiritual descendants of the Puritans, in town or country, appears to know only those who are unaware of the conventions of city society. But these people are *naturally* unconventional. *That* is, along with its humor, the triumphant thing about the book. They are not college town and city people who pose as unconventional and are rather awkward at doing so. Any reader to whose interest nothing really human is alien will be absorbed in the persons in the little living world Margaret Kennedy has created. The characters are, at least most of them are, wandering people, vulgar, noisy, but kind, quick-witted, nervously unstable, instinctively defensive, if not suspicious,—but conspicuously brilliant. Some of them are disreputable, and all are endowed with senses quickened to the dangers of living in this world, particularly if it is a "civilized" region of the world.

Poor Teresa, courageous little creature, with her sweet, staunch loyalty, *is* constant, we find, even if she is not a "nymph". One wonders how many who have not read Tennyson will be properly instructed (and pleased) to learn from Teresa that she believes if she could ever see but one thing properly she might easily see God (page 67). But the author fails to make enough of the wild imaginative solitude of Teresa's spirit, which solitude was her innocence,—this girl with nothing but her instincts, affections, and, on occasion, quick wits to guide her through the dangers of a "civilized" world.

Yes, this is a book of real persons, persons full of romance, as all persons of real worth are. The author is a woman of sense, and makes no attempt to present these persons with what she calls the dark, violent exciting degree of romantic treatment of "the Russian novel." Furthermore, Margaret Kennedy (now married and legally otherwise named, but no doubt always to be known as Margaret Kennedy in authorship) employs the fewest tricks of the novelist's trade, three or four only and those rather weakly, as if she were half ashamed of them. Her novel has no plot, as few novels, in spite of the directions of the treatises on fiction writing, do have. And there are no more than four or five openly forward-looking hints as to what's to come, and only one or two superfluous explanatory passages. The book is almost, therefore, a chronicle. It is not a dramatic tale, though the elements of drama are within it.

The humor of *The Constant Nymph* is the humor of the comic spirit which is closely

allied with tragedy. Being such, it tells much of life. It tells that art is achieved because the real artist cannot help achieving it, that he works because he must work, and works consciously for the sake of good work alone; but that any one art is only a part of the supreme art, the business of living beautifully, and that decency and humanity and civilization are achieved through necessity and compromise whether we like to think so or not.

If there is any debatable question concerning the persons in this novel, is it not whether Jacob Birnbaum was right when he said that Lewis Dodd loved nobody but himself? There can, it would seem, be no question and hence no debate over whether beauty enriches the world nor any over whether there is no safety for beauty in civilized life unless that beauty is orderly. So *The Constant Nymph,* while it is more than all else a book of humor, is a book of serious humor.

LESSONS ON COTTON PREPARED FOR ELEMENTARY SCHOOLS

Lessons on cotton for use in elementary schools have been prepared by the United States Department of Agriculture and published in bulletin form as Miscellaneous Circular No. 43. This publication is intended as an aid in teaching some of the more important features of cotton culture, grading, marketing, utilization, and community production. It should be especially helpful to teachers in rural consolidated schools, where facilities for handling the subject are generally better than in the ordinary one-room country school. However, the teachers in one-room schools should find much of this material useful, since their needs have also been kept in mind in the preparation of the outlines.

The lessons do not follow a logical order, but are arranged according to seasons, beginning with the opening of the fall term. This is to aid, in so far as possible, the following of the instructions in school by the regular round of operations on the farm.

A copy of the circular may be secured free of charge, as long as the supply lasts, by writing to the United States Department of Agriculture, Washington, D. C.

A TRIBUTE

Miss Elizabeth Waldo Hawley, one of the most highly respected and useful teachers in the Detroit Schools, died at the home of her parents at Fond du Lac, Wisconsin, on Sunday, April 26, 1925. Miss Hawley was born in Milwaukee, Wisconsin, and was graduated from the Milwaukee High School in 1892. Four years later she completed her course in the Milwaukee State Normal School, and received a life diploma from the same institution in 1899.

An indefatigable student, she was not content with this, however, and supplemented it by work in Latin and oratory at the University of Michigan, Latin and algebra at the New York State Normal School, a ten weeks' lecture course at the Sorbonne, Paris, France, in 1909, and two summers at Cornell University, 1910 and 1911. Previous to her graduation from the Milwaukee State Normal College, she completed a two years' course in Latin and Greek at Northwestern University, and was also an enthusiastic student of advanced mathematics.

She was a great traveler, her wanderings comprising New England, England, Scotland, Switzerland, Panama, Colorado, California, Arizona, Montana, and Ontario.

She began to teach in Ironwood, Michigan, in 1896. In 1907 she came to Detroit and took a position as a teacher in the Farrand School. Two years later she was transferred to the Central High School, and in 1918 was promoted to the rank of grade principal.

Miss Hawley was an ideal teacher. To the ripe scholarship which we have already described, she added a gentleness and love of young people which endeared her to her pupils. She had all of those fine qualities which we associate in our minds with the teachers of the highest type, and she possessed in a preeminent degree that nobility of character which is so rare and precious and which characterizes few, even among the best teachers.

CORRECTION

In the October Journal we ascribed, through an error, the position of poet laureate in England, to Alfred Noyes. Robert Bridges is England's poet laureate.

PARENT-TEACHER ASSOCIATIONS

MICHIGAN BRANCH

National Congress of Parents and Teachers

(Eleanor R. Gage, Editor, Michigan Parent-Teacher Bulletin.)

P. T. A. PROGRAMS

Since at least four out of every five letters received by the President of the State Parent-Teacher Association contain requests for program suggestions it would appear that this is the question that most troubles local presidents. To meet this need Mrs. E. W. Kiefer, while president, compiled two pamphlets filled with suggestions for proper P.-T. A. programs, and a copy of each of these pamphlets is mailed to each affiliated association.

The National Congress of Parents and Teachers have some forty leaflets on the subject of programs. They also have ten pageants and four song sheets.

The Child Welfare Magazine and the Michigan Parent-Teacher Bulletin each month give suggestions for programs.

For the coming year those associations affiliated with the State Association will benefit by reason of the splendid co-operation being given to the State Association by the Michigan Department of Health. Dr. Richard M. Olin, Commissioner of Health, has loaned to the State Parent-Teacher Association for the coming year the services of Miss Melita Graf Hutzel, for the purpose of presenting to Parent-Teacher groups the fundamental facts of a constructive Social Hygiene program. At present Miss Hutzel is interviewing councils in various counties with a view to meeting as many groups as possible in each locality.

Miss Hutzel is asking for co-operation in this work and it is quite certain that she will be overwhelmed with requests for her services.

Miss Hutzel requests that all mail for her should be sent to Michigan State Department of Health, Lansing, in care of Miss Delavan.

The National Congress of Parents and Teachers above all else is stressing the use of the book "The Child, His Nature and His Needs." Study outlines in connection with this book are being issued regularly in the Child Welfare Magazine and the Michigan Parent-Teacher Bulletin.

Any affiliated association desiring further information in regard to programs may write to Mrs. P. S. Christiansen, Chairman of Program Service, 9325 Petoskey Avenue, Detroit.

ALBERT TEACHERS' AGENCY,
25 E. Jackson Boulevard, Chicago

Fortieth year. We need well prepared teachers for Public School, Normal School and College work. Our many clients pay highest salaries. Send for booklet, "Teaching as a Business."

Other offices: 437 Fifth Ave., New York Symes Bldg., Denver Peyton Bldg., Spokane

LET US HELP YOU
We need Teachers for all lines of teaching positions
We have Teachers for all kinds of vacancies *Write or wire us your needs*
NATIONAL EDUCATIONAL BUREAU
YPSILANTI, MICHIGAN

MICHIGAN STATE FEDERATION OF TEACHERS' CLUBS

Miss Alice E. Robinson, Chairman Publicity Committee, Thirkell School, Detroit

ANN ARBOR TEACHERS' CLUB

The Ann Arbor Teachers' Club is one of the most active organizations in the state. It was founded in 1912, rendered considerable service in putting through the Michigan Teachers' Retirement Fund bill, and has been a power in community and teacher affairs during the twelve years of its existence. The officers for the current year are as follows:

President—Robert Granville
Vice-President—Minnie Staeb
Secretary—Mary Scarlett
Treasurer—Fred Leonhard

Mr. Granville, who is serving his second term as president, holds the position in the school system of supervisor of junior and senior high school English. He has been connected with the system since 1914, except for two years during the World War, when he served in the United States Army.

Under his administration the Club has shown considerable life. Last year one of the needs seemed to be a closer union between the members. With this in view, monthly parties were held, one in each of the eight school buildings. Elaborate decorations, games, programs, refreshments, and dancing featured all of the parties, but each one was unique in one way or another. One school held a Japanese party, another gave a masquerade, a third entertained at cards, and so through the series. By the end of the year all of the members knew each other better, and held memories of a series of delightful times.

This fall in order to introduce the new teachers to the members, a picnic lunch was served in the gymnasium of the high school following the first regular meeting. A county fair has been held in one of the new grade-school buildings, and a reception is planned in the near future at the Country Club.

Meetings are held in the high school auditorium, which is centrally located, on the third Tuesday of each month, at 4:30 p. m. The constitution, which was revised last year, calls for a regular order of business, ending with a program for the day. This year the program committee has secured prominent speakers from the University of Michigan to present matters of varied interest.

Besides the program committee, other standing committees are the welfare, publicity, adjustment, and social committees. The welfare committee keeps in touch with sick teachers and sends flowers; the publicity committee publishes a monthly mimeographed bulletin containing club news; the adjustment committee establishes a means of contact with the superintendent and board of education; and the social committee looks after the entertainment of the Club. This year it is serving tea immediately preceding the monthly meeting, which service seems to be relished by the members.

The Club closes its activities each year with an elaborate annual banquet in May, at which time also the election of officers for the ensuing year is held. The president acts as toastmaster, and toasts are given by prominent members of the Club. For the last two years this banquet has been held at the Michigan Union. In 1924 it took the form of a farewell to the retiring superintendent, Mr. L. A. Butler, and last spring it honored the incoming superintendent, Mr. Otto W. Haisley.

THAT TWO DOLLAR BILL

I am a $2 bill
I am too small to buy a new hat.
Not large enough for a tennis racket.
Of no consequence in settling a dentist bill.
Too small to get a seat at the opera—
But when it comes to paying N. E. A. dues for a whole year I am considered some money.—J. M. R.

AN OPPORTUNITY FOR TEACHING BEAUTY

By Joy Elmer Morgan
Editor of The Journal of the National Education Association

One of the conclusions of educators working on the American public school curriculm is that there is need for more emphasis on education for leisure and an appreciation of the beautiful in life. An unusual opportunity to teach the importance of beauty in everyday life is presented by the National contest for playground beautification, which is being conducted by the Playground and Recreation Association of America during 1926. There will be three $500 prizes, thirty $50 prizes, and thirty-three prizes of $50 each, the last to be paid in nursery stock.

Any playground, athletic field, or other space set aside and used primarily for active play and games administered by non-commercial groups in the United States and Canada may be admitted to the competition. The awards will be given not to the most beautiful playgrounds, but to those showing the greatest progress in beautification from now until the contest closes. Application for entry must be made before December 1, 1925.

Awards will be given primarily on the basis of photographs and statements submitted showing the progress made in the beautification of the playground, although the committee of judges may have its representatives inspect some of the playgrounds personally. Full information about the conditions of the contest and several layouts of playgrounds showing how equipment, trees, shrubbery, and flowers can be arranged to secure the maximum use and finest landscape values may be had by writing to the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

CONSTITUTION OF THE UNITED STATES A HUMAN DOCUMENT

The average school graduate or adult, upon being questioned on many of the essentials of the Constitution of the United States which are necessary to good citizenship, shows a woeful lack of knowledge of the rules under which they live, and I believe this is not so because of lack of interest in this great document, but rather that it has not been taught them in an interesting way which left a memory of the document as a human paper which applied to their every day lives, and most of them have felt that the Constitutional questions were safe in the hands of mature students and their representatives in Congress.

The Constitution of the United States is not a dull document, it is the very substance of our freedom.

Eloquently taught and interpreted in story form by a teacher who knows and reverences its provisions, it will rouse any class to enthusiasm.

It is not a thing of the past, but is more alive and more needed than ever.

It is a human document which is directly connected with the life of every individual, young and old, in the United States, perhaps the world, for its purpose is to properly safeguard the rights of the individual, that all may have an equal chance.

Behind this great document are all the romance, history and poetry of the American Republic; men have struggled and died for its provisions; great battles have been fought to preserve its principles; and the success or failure of representative government in the world depends largely upon maintenance of our Constitution in all its integrity.

$1140 to $3300 YEAR
WANT A GOVERNMENT JOB?
Do you want a steady for life job with the U. S. Government? In getting these positions, teachers have a big advantage, because of their training and education. Over 25,000 positions are filled every year. These have big pay, short hours and pleasant work. Write immediately to Franklin Institute, Dept. K264, Rochester, N. Y., for free list of positions now open to teachers, and free sample coaching.

BOYS & GIRLS Earn Xmas Money
Write for 50 Sets St. Nicholas Christmas Seals. Sell for 10c a set. When sold send us $3.00 and keep $2.00 for your premium. No work—just fun.
St. Nicholas Seal Co., Dept. 94, Brooklyn, N. Y.

PICTURE STUDY IN COLOR
90 beautiful reproductions of painting, $2.00
Just the subjects you want, assorted as desired. No money in advance if ordered by school. Add 50 cents for Teachers Manual, describing subjects and artists and outlining course of study in art appreciation for first grades, 64 pages (illustrated) text by ALBERT W. HECKMAN, Instructor in Fine Arts, Teachers College, Columbia University. Sample color print (Artext Junior) sent for 4 cents.
ART EXTENSION SOCIETY
Dept. R. 415, Madison Avenue,
New York City, N. Y.

When Writing Our Advertisers Mention the Journal.

NEW BOOKS RECEIVED

BOOKKEEPING

Exercises in Bookkeeping and Business Problems, Part III. By Harold E. Cowan, Head of Commercial Department, Dedham (Mass.) High School, and Harold W. Loker. Ginn & Company, Boston, Mass. 1925. 56c.

EDUCATION

The Visiting Teacher in Rochester. By Mabel Brown Ellis, Ass't Director, Joint Committee on Methods of Preventing Delinquency, publisher. 1925. 205 pp. 75c.

Giles Recitation Score Card. By J. T. Giles, State Supervisor of High Schools, Madison, Wisconsin. With Manual of Directions. World Book Company, Chicago. 1925. Per package of 25 with Manual of Directions 50c. Specimen set at 10c postpaid.

ENGLISH

America's Message. By Will C. Wood, Superintendent of Public Instruction of the State of California, Alice C. Cooper, Supervisor of Senior English, University High School, Oakland California, and Frederick A. Rice. Ginn & Company, Boston, Mass. 1925. 347 pp. Price $1.20.

Readings in American Literature. To accompany Long's "Outlines of American Literature." Edited by Mary L. Wheeler and William J. Long. Ginn & Co., Boston, Mass. 1925. 434 pp. Price $1.40.

GEOGRAPHY.

Europe, A Geographical Reader. By Vinnie B. Clark, Assistant Professor of Geography. State Teachers and Junior College, San Diego, Calif. Silver, Burdett and Co., Chicago. 1925. 555 pp.

Human Geography By Grades, Book IV. The United States. By James Fairgrieve, M. A., Fellow of the American Geographical Society, and Ernest Young, B. Sc. D. Appleton & Co., New York, N. Y. 1925. 469 pp.

LANGUAGES

Spanish Idioms and Phrases. By J. Moreno-Lacalle, Middlebury College. Ginn & Co., Boston, Mass. 1925. 89 pp. Price 84c.

Essentials of French. By James P. Bird, Professor of Romance Languages, Carleton College. 1925. Doubleday, Page & Company, Garden City, N. Y. 362 pp. Price $1.50.

Les Americains Chez Nous. Par Eugene Brieux. Introduction, Notes, and Vocabular by Irving Lysander Foster, Professor of Romance Languages, Pennsylvania State College. Ginn & Co., Boston, Mass. 1925. 169 pp. Price 80c.

Le Bourgeois Gentilhomme. Par Moliere. Edited by Thomas Edward Oliver, Professor of Romance Languages in the University of Illinois. Ginn & Co., Boston, Mass. 1925. 188 pp. Price 64c.

Le Lac de Gers et Le Col D'anterne. Par Rodolphe Topffer. Adapted and edited by T. H. Bertenshaw, late Assistant Master in the City of London School. Longmans, Green & Co., New York, N. Y. 1924. 47 pp. Price 25c.

Zadig ou La Destinee. Par Voltaire. Edited by T. H. Bertenshaw, late Assistant Master in the City of London School. Longmans, Green & Co., New York,, N. Y. 1924. 48 pp. Price 25c.

MATHEMATICS

Arithmetic Work-Book. Grade 6. By G. M. Ruch, F. B. Knight, and J. W. Studebaker. Edited by G. W. Myers. Scott Foresman & Co., Chicago, Ill. 1925. 62 pp. Price 36c.

Arithmetic Work-Book. Teacher's Edition. Grade V. By G. M. Ruch, F. B. Knight, and J. W. Studebaker. Edited by G. W. Myers. Scott, Foresman & Co. 1925. 76 pp. Price 48c.

READING

Child-Library Readers, Book II, in The Elson Extension Series. By William H. Elson and Lura E. Runkel. Scott, Foresman & Company, Chicago. 1925. 240 pp. Price 68c.

The Pathway to Reading. Second Reader. Third Reader. By Bessie B. Coleman, Specialist in Reading, Willis L. Uhl, Associate Professor of Education, University of Wisconsin, and James F. Hosic, Professor of Education, Teachers College, Columbia University. Silver, Burdett & Co., New York, N. Y. 1925. Second Reader 172 pp. Third Reader 248 pp.

The Pathway to Reading. Teacher's Manual for Primer, First Reader, Second and Third Readers. Silver, Burdett & Co., New York, N. Y. 1925.

SCIENCE

Everyday Problems in Science. By Charles J. Pieper, Head of the Department of Natural Science, University of Chicago High School, and Wilbur Lee Beauchamp, Instructor in Natural Science, University of Chicago High School, and Instructor in Education, College of Education, University of Chicago. 1925. Scott, Foresman & Co., Chicago, Ill. 634 pp. Price $1.60.

Plant and Animal Improvement. By Elmer Roberts, Assistant Professor of Animal Breeding, College of Agriculture, the University of Illinois; in consultation with Eugene Davenport, Dean and Professor Emeritus, College of Agriculture, the University of Illinois. 1925. Ginn & Co., Boston, Mass. 174 pp. Price $1.32.

The First Year of Science. By John C. Hessler, Ph. D., Professor of Chemistry, Knox College. Benj. H. Sanborn & Co., Chicago, Ill. 1925. 576 pp.

Gems and Gem Material. By Edward H. Kraus, Professor of Crystallography and Mineralogy and Director of the Mineralogical Laboratory, University of Michigan, and Edward F. Holden, Late Instructor in Mineralogy, University of Michigan. McGraw-Hill Book Company, Inc., New York, N. Y. 222 pp. Price $3.00.

EDUCATIONAL MERRIMENTS

Dumb Dora: I don't see how a man can be an executive—it must be terrible to have to kill people!—Life.

"In crossing a bridge the offside rear tyre burst, the car swerving and colliding with a low stone wall. All the occupants of the car were inured."—Local Paper.

One has to be nowadays—Punch.

Disencumbered—Garland Humphrey, who recently sold his farm at Fleet, together with his family, left Monday for Florida where he expects to locate.—Personal Item in the Chilhowie (Va.) Vidette.

Bettie, aged eight, had gone as far as the multiplication tables in arithmetic. Finding them about the hardest thing to learn she had ever tried, she decided not to go any further in arithmetic. No amount of persuasion could induce her to make further efforts.

However, she was very proficient in reading, and delighted in reading Bible stories.

One day her mother found her in tears, but Bettie managed to explain between sobs: "I'll just have to learn the multiplication tables after all, for the Bible says, 'Multiply upon the earth,' and I guess I'll have to get busy."
—Detroit News.

Crawford—"So you can't understand why your boy in college flunked in all the foreign languages?"

Crabshaw—"No; it's a mystery to me. He picked up all the college yells in no time."
—Legion Weekly.

No Outsiders.—A contemporary describes the Oxford and Cambridge boat-race as having something very unique about it, peculiarly attractive to London's millions. We suspect that the unique feature referred to must be the fact that an English team is bound to win.—London Humorist.

"Now," queried the teacher, can any one tell me what 'pauses' are?"

"I know," replied the youngster at the foot of the class, "that's what the cat hides her clawses in."—Detroit News.

EDUCATION VS. BRAINS

"Don't you think a student should be given a mental examination before he is allowed to enter the university?"

"You must not lose sight of the fact that we must educate enough men to carry on the business of the country."—Okla. Whirlwind.

"Some things are correlated," explained the teacher, "You think of the lamb you are going to have for dinner. Then you think of the mint. Now why do you think of the mint?"

"On account of the price."—Louisville Courier-Journal.

Mixed Metaphor—"Yes," said the lecturer attempting an eloquent climax to his address, "all along the untrodden paths of Nature you can see the footprints of an unseen hand."—Ex.

To keep the population balanced, one of our eminent experts announces, the average family must have 5.1 persons in it, consisting, we suppose, of Mother, four children, that's five, and Father.—Ohio State Journal.

"Richard," asked the teacher, suddenly, "have you learned your history lesson?"

"No'm," answered the idle boy, slowly, "I ain't had no time for nothing but my grammar lesson yet."

Prof.—This is the third time you have looked on Jones' paper.

Student—Yes, sir, he doesn't write very plainly.—Boston Beanpot.

IF NOT MORE

"That daughter of mine is crazy to go away to school this fall. How much do you suppose it will cost me?"

"How much have you got?"—Life.

THE WRONG WORD

Sir: "Wanted, complete girl." This typographical error made me wonder if there ever was one who was complete.

"Jimmie," said the teacher, "Why don't you wash your face? I can see what you had for breakfast this morning."

Little Boy—"What was it?"

Teacher—"Eggs."

Little Boy—"Wrong, teacher; that was yesterday."—Capper's News.

Photographer: "It would make a better picture if you would put your hand on your father's shoulder."

Father—"It would look more natural if he would put his hand in my pocket."—Northern Light.

Teacher: Did you make that face at me?

Jimmie: No, ma'am. You just happened to walk in front of it.—Answers, Detroit News.

Mr. Becker (discussing grammar): "That hat is not becoming to you. Now what is that?"

Isobelle Harris: "Why, that's an insult, of course."—S'western, Detroit.

Cop—"Did that car hit this woman?"

"No. It slowed up for her to go by, and she fainted!" Judge.

M. S. T. A. DIARY

Sept. 14. Clarence B. Hilberry, of Oberlin, Ohio, is elected an instructor of English in Albion College to succeed Miss Marjorie Scaddin, who has been appointed an instructor in the Michigan State College at East Lansing.

Sept. 15. Howard E. Beatty, head coach of Athletics at Saginaw Eastern High School, is elected president of the Saginaw Valley Athletic Officials' Association.

Sept. 17. The Board of Education of the Redford Union Schools votes to name the next school erected in the Redford district the Yost School in honor of Eber W. Yost, Wayne County Commissioner of Schools.

Sept. 18. Edward D. Campbell, Professor of Chemistry and Metallurgy and Director of the Chemical Laboratories at the University of Michigan, dies following an operation. Professor Campbell was one of the most remarkable men known to science, remarkable because in spite of an accident which deprived him of his sight when only 28 years old, he continued his work in science and became an authority on all scientific subjects. He had been a member of the University faculty for 35 years.

Sept. 19. The Tuberculosis Society of Detroit announces the creation of five scholarships of $150 each, to be awarded annually to those teachers who show the best results in school health work.

Sept. 21. John W. Hindes is elected headmaster of the Hudson Preparatory School for Boys of the Detroit Institute of Technology.

Sept. 22. Four Detroit senior law students at the University of Michigan are honored with appointments to the editorial board of the Michigan Law Review. They are Leo. O. Franklin, Leslie Young, Jack Honigman, and R. F. Roe.

6,399 men and 2,292 women enroll at the University of Michigan.

Twelve professors are appointed at University of Michigan. The appointments include Robert Frost, Charles Gestre, William H. Worrell, Lowell J. Carr, William C. Titcomb, Ernest A. Pohle, Paul Barker, John L. Garvey, Carl N. Schmalz, John D. Bruce, Wayne S. Ramsey, Henry T. Moore.

Sept. 23. County school commissioners from all parts of Michigan meet in Saginaw for a two-day conference on rural school problems.

Michigan State College, East Lansing, extends Thanksgiving vacation to four days.

The American Roentgen Ray Society awards the Charles Lester Leonard prize of $1,000 to Dr. Evarts A. Graham, St. Louis, for the most valuable service during the past year in the field of X-ray development.

Sept. 24. Sixty per cent of the 1,938 new men who entered the University of Michigan this year pass the physical examination successfully, according to Dr. Warren E. Forsythe, of the Ann Arbor health service.

Professor J. F. Fairman, of the Department of Electrical Engineering, University of Michigan, resigns in order to do research work with the Edison Company of Brooklyn, N. Y.

The administrative board for the direction and management of the new Wayne County Training School is named by the Board of Supervisors. The board includes Eber W. Yost, County School Commissioner; Henry S. Hulbert, Probate Judge of the Juvenile Division; Frank Cody, Superintendent of the Detroit Schools; Mrs. Jennie Beattie; Milton M. Alexander; Tracy W. McGregor; and William H. Maybury.

Nine new members are added to the faculty of Albion College. The appointments include Miss Beta E. Hamilton, Director of Women's Athletics; Paul Jones, gymnasium Director; Margaret Drake, biology; Ruth Haase, dean; Reverend Robert Miller, student pastor; Dorothy Engle, chemistry; Helen R. Goodrich, romance languages; Clarence B. Hilberry, English; and Royal G. Hall, history.

Sept. 26. Professor Henry T. Moore of the educational psychology department at the University of Michigan is elected president of Skidmore College.

Sept. 28. Final registration for the University of Michigan is announced at 9,260.

Sept. 29. Comparative figures of attendance at law, medical, engineering, and architectural schools show that the University of Michigan leads on law and medical enrollment. The figures were taken from the Universities of Illinois, California, Cornell, Minnesota, Ohio, Wisconsin, Iowa, and Indiana. Michigan stands second in enrollment in the College of Arts and fourth in the engineering and architectural enrollment.

Professor Thomas C. Trueblood, Head of the Department of Public Speaking at the University of Michigan, announces that a debating team from the University will tour England and Scotland next May and will meet the best orators of Oxford, Cambridge, Manchester, Liverpool, London, Glasgow, and Edinburgh.

Oct. 1. Professor Francis W. Kelsey, of the University of Michigan, is decorated by the French Government for his participation in archaelogical research work in Carthage.

Oct. 3. Mr. C. G. Bigger, former debating coach at Central High School of Ypsilanti, is appointed coach at Northwestern High School, Detroit, to succeed Miss Ruth Huston.

Oct. 4. Miss Edna Mackenzie, a teacher at the Detroit Hutchins Intermediate School is awarded the Mercy J. Hayes Scholarship of $1,000 for the year 1925-26.

Oct. 7. Monteith and St. Ambrose schools win the ten fire prizes offered by the Detroit News. Madeline Bennett, a 13 year-old pupil, wins the first prize at the Monteith School and Norvell A. Trombley, 13 years, wins at the St. Ambrose School.

Oct. 7. Marquis E. Shattuck, Northwestern

(Continued on page 180)

NECROLOGY

During the past few months the schools of Michigan have lost through death the services of a number of valuable teachers.

Ella Fitz Gerald, Principal of the Majeske School in Detroit, died suddenly on July 16. Born in Chicago, Illinois, and graduated from Holy Trinity Academy in 1880, Miss Fitz Gerald began her teaching life in Detroit in the John Owen School, of which she was later made principal. From there she went to the Alger School, and later to the Bradford Smith. When the Joseph Majeske School was to be opened, she was given charge of it, and there spent the last ten years of her life.

Among the children, she worked unceasingly and with endless patience to implant principles of truth, self-control, self-reliance, and loyalty. In all she taught, she set the example for others to follow.

Frederick H. Hanke, Manual Training Instructor in Central High School, Detroit, for the last seventeen years, died in Champaign, Illinois, on July 13. He had been ill for several years and had gone to Champaign to recuperate, spending most of the last year there.

Mr. Hanke was born in Freeport, Illinois, in 1882, was graduated from the University of Illinois in 1907 with the degree of B. S. in Mechanical Engineering, and started teaching at Central High, Detroit, in 1908.

A man of splendid worth, Mr. Hanke gave his best to his work, and his influence will be missed by his great number of friends in the school system.

Miss Minnie Vroman, of Grand Rapids, died Thursday, July 23, 1925. She attended the State Normal College at Ypsilanti and taught in the rural schools of Kalamazoo, Holland, in the Ypsilanti Normal College, and at Western Normal College, Macomb, Ill. For the last three years she has been on the regular staff of the Buchanan School of Grand Rapids.

Miss Maude Boynton, Grand Rapids grade teacher, died December 18, 1924, after a brief illness. Her sudden death closed a long and successful period of service.

William E. Robinson, the fourth man to be superintendent of public schools in Detroit, died July 3, 1925, at Detroit, Michigan.

William Robinson was born at Lodi, Washtenaw County, Michigan, September 14, 1845. He acquired his early education in district schools and later at the State Normal, Ypsilanti. From 1866 to 1890 he taught in the Ann Arbor High School. For the next five years he was engaged in mercantile business which took him into every state in the Union. In 1875 he located in Detroit and served as principal of Bishop Union School for eleven years. In August, 1886, he was elected superintendent of Detroit schools and ably discharged the duties of that responsible position for eleven years.

Miss Agnes E. MacGinnis, Principal of the John Duncan School at Calumet, died at the Memorial Hospital at Calumet, Michigan, on June 12, 1925. She was one of the most highly respected and useful principals in the Calumet schools. Truly, hers was a life of service. For over twenty years she supervised the seven grades in the Duncan School, always with courtesy and kindness; but still with a firmness that made the patrons feel that they had a real school with a real personality at its head. She had all the noble characteristics and fine qualities of mind which we associate with teachers of the highest type. A gentleness and a love of children mingled with a strong spirit of fairness and justice endeared her to children and parents alike. In her death, the community suffered a distinct loss.

M.S.T.A. DIARY

(Continued from page 179)

High, Detroit, is appointed debating manager for the whole city of Detroit.

Oct. 8. Scripps School, Detroit, receives a collection of 700 juvenile books, covering a broad range of subjects and designed to provide cultural background for the children of that school. The fund which provided this collection is known as the James E. Scripps Fund.

Oct. 9. Thomas E. Johnson, State Superintendent of Public Instruction, urges all high schools of Michigan to perfect their plans for taking part in the contests of the Michigan High School Debating League.

Oct. 10. Robert C. Angell, sociology instructor at the University of Michigan, renews his attack on college football. Mr. Angell complains that intercollegiate football gives the university unfavorable advertising and that it detracts from the real interests of students.

Oct. 10. Fifty men who attended Birmingham's little red schoolhouse 60 years ago reunite at same building. Dr. George Hickey, 86 years old, of Detroit, addresses his former pupils. The schoolhouse was built in 1854 and was remodeled into a dwelling in 1870, when the Hill School was built.

Oct. 11. $500,000 is donated to Battle Creek College, name of donor withheld.

Dr. Nicholas Murray Butler, President of Columbia University, and reputed foe of prohibition, is challenged to a debate on the liquor question by Representative William D. Upshaw, dry leader of Georgia. Dr. Butler refuses to debate. "As the challenged party, I have been given the choice of weapons and would select silence," he said.

Oct. 12. Dr. Clarence Cook Little, President of the University of Michigan, urges all University students to earn some of their way through the University.

Oct. 13. Miss Florence Burkhard, a graduate of Kalamazoo and a former teacher in the Kalamazoo High School, accepts position in the Detroit High School of Commerce.

Oct. 15. Mr. Homer LeGassey, of the Detroit Northern High School, sails on the Leviathan with the "Six Kenedies" Orchestra for Europe. The orchestra is composed of University of Michigan boys who wish to study abroad. Mr. LeGassey will study in Paris and in Rome. The Orchestra will tour central Europe, playing at the prominent hotels and theatres.

Moderator-Topics

Founded by

HENRY R. PATTENGILL

Baraga is asking for a new gymnasium.

Michigamme encourages the game of soccer for boys.

Baraga pays certain pupils $8.00 per month to walk to school.

Skiing is now taught as a winter sport at the University of Wisconsin.

The first public schoolhouse in the United States was erected in 1649 in Dedham, Mass.

Fifty million dollars were brought to Detroit this year by convention visitors and tourists.

Traffic accidents killed over 10,000 children of school age last year in the United States.

Flint claims a higher average of acreage for school buildings than any other city of the state.

Mrs. C. M. Elliott, wife of Professor Elliott of the State Normal College, died last March.

Kingsford has applied to the University of Michigan for the accrediting of its high school.

L'Anse has outgrown its buildings and has purchased a fifteen-acre site for a new building.

More than $8,000 in gifts were received by the regents of the University of Michigan this month.

Mrs. E. A. Lyman, wife of Professor E. A. Lyman of the State Normal College, Ypsilanti, died last June.

J. P. Carey, a graduate of Central Normal, has been appointed to the faculty as assistant professor of Geography.

Orlo Gill, formerly of the Cass Technical High School, Detroit, is instructor in Art at the State Normal College, Ypsilanti.

The new eligibility rules governing state athletics forbid the use of eighth graders in all inter-school athletic contests.

Instruction in the Polish language and literature will be offered at the University of Michigan beginning next February.

Ira M. Smith, new registrar at the University of Michigan, was formerly assistant examiner at the University of Chicago.

The High School Principals' Department of the M. S. T. A. will hold its annual meeting in Lansing December 3 and 4, 1925.

Trixie Lamb, former county normal principal at Standish, is second grade critic teacher at the Central Normal School this year.

Guy L. Ingalls, Detroit city treasurer, states that nearly one-third of every dollar collected by the city in taxes goes for education.

Professor C. O. Davis, of the University of Michigan, spoke at the educational conference at the University of Missouri on October 30.

C. A. Wackman, formerly a teacher of printing in the Jackson schools, is a new member of the Normal College High School faculty.

Five thousand dollars is the average income of University of Nebraska graduates according to a report made by the Alumni Association.

Patrick H. Kelley, former United States Representative from Michigan, and a former superintendent of public instruction, died September 11.

The cost of crime in the United States is over three billions a year. Charles S. Holder says it would be cheaper to pay crooks a salary of $20,000.

Sixty-six per cent of all men students and 38 per cent of all women students at the University of Nebraska are wholly or partially self-supporting.

Because of its ill effects on physical well-being several schools have eliminated inter-school contests in girls' basketball, declares A. W. Westphal.

Louise Larrabee, who taught at Traverse City last year, has been appointed instructor in home economics at the Central Michigan Normal School.

Principal Phil Lovejoy of the Mt. Clemens High School is organizing a plan for definite and specific training in matters of character and conduct.

L. A. Butler, Superintendent of Schools, Grand Rapids, has been named an advisory member of the Michigan committee on North Central schools.

Maude Isherwood, Grand Haven, who died last year, has left the residue of her estate, approximately $1,200, to the Michigan Teachers' Retirement Fund.

Construction of the Architecture Building and the Museum will constitute the program of expansion for the University of Michigan for the ensuing year.

The school board of Buffalo, New York, has prohibited all prize essay contests because they take too much of the students' time from regular class work.

John Rufi, formerly principal of the high school at Ironwood, Michigan, has joined the faculty of the department of Education of the Michigan State College.

France has decided, after twenty years of experiment with various programs of study, that the classics are to be required as an essential part of liberal education.

Ethel Griswold, former superintendent of schools at Cedar Springs, Michigan, is fifth grade critic teacher in the Training School at Northern Normal School.

Middleville High School faculty have prepared a pamphlet to aid the student body in learning

Overworked Teachers!

Avoid Misdirected Effort

YOU will find a very important message in

"How to Study"

A Hand-Book of Practical Hints on the Technique of Effective Study

by

WILLIAM ALLAN BROOKS

A GUIDE containing hundreds of practical hints and short cuts in the economy of learning, to assist teachers and students in securing MAXIMUM SCHOLASTIC RESULTS at a minimum cost of time, energy, and fatigue.

BASED on well established principles of educational psychology, it will save the teacher as well as the student a great deal of misdirected labor, worry and fatigue.

Some of the Topics Covered

The Technique of Effective Study.
Brain and Digestion in Relation to Study.
How to Study Modern Languages.
How to Study Literature.
How to Study Science.
Developing Concentration and Efficiency.
Examinations and Lecture Notes.
The Athlete and His Studies.
Advantages and Disadvantages of Cramming.
Why College, and After College, What?
etc., etc., etc., etc., etc., etc., etc., etc., etc.

Why You Need This Guide

"It is safe to say that failure to guide and direct study is the weak point in the whole educational machine."—Prof. G. M. Whipple, U. of Michigan.

"Misdirected labor, though honest and well intentioned may lead to naught. Among the most important things for the student to learn is how to study. Without a knowledge of this his labor may be largely in vain."—Prof. G. F. Swain, M. I. T.

"To students and teachers who have never learnt how to study, work is very often a chastisement, a flagellation, and an insuperable obstacle to contentment."—Prof. A. Inglis, Harvard University.

"Academic psychology with its highly productive resources gladly owes to these students the obligation of giving all it can to make this learning process easier, more pleasant, and more productive."—Prof. G. V. N. Dearborn.

You Need This Intelligent Assistance

Clip And Mail Today

American Student Publishers,
22 West 43rd St., New York

Gentlemen:

Please send me a copy of "How to Study" for which I enclose $1.00 cash; $1.10 check.

Name .....

Address.....

how to study their lessons. Miss Jean Allan had charge of the project.

The Ingham Township Agricultural School at Dansville has received almost $100 as cash prizes for different exhibits sent to the State Fair.—Current School Topics.

Eighteen thousand readers have enrolled in one or more of the 29 reading courses offered by the Department of the Interior, Bureau of Education, Washington, D. C.

Harbor Springs and Boyne City have dropped out of the race among northern Michigan towns for the proposed fifth state normal college.

The first annual Year Book of the Michigan High School Athletic Association is now being printed and will be mailed to superintendents, principals, and athletic directors.

Walter Shriner, who received his Doctor's degree at the University of Michigan last August, is now instructor in the Education Department at Northern Normal School.

The Music Teachers' National Association will hold its annual session this year at Dayton, Ohio, on December 28, 29, and 30, with headquarters at the Hotel Miami.

Over 400,000 girls and 3,000 boys in high schools in the United States have enrolled in courses in domestic science. Ten years ago the enrollment in such courses was 11,350.

Etta Paulson, formerly teacher in the Muskegon High School, has become a member of the faculty of Central Normal School in the department of reading and speech.

Mrs. G. E. Bersette, wife of Supt. Bersette of Newaygo, died Sept. 28, after a four weeks' illness. Last year Mr. Bersette was superintendent at Nashville.

Harry D. Lee, Superintendent of the Training School at Northern State Normal is on leave of absence this year. He is doing graduate work at the University of Columbia.

State Superintendent Johnson addressed representatives of the two school districts in Saginaw on the subject of the union of the East and West side school districts, on September 24.

The supervisory group of teachers in Detroit has been made a department of Detroit Teachers' College with Arthur Dondineau in charge as associate dean of Detroit Teachers' College.

Mrs. George H. Hunter, St. Johns, was reelected president of the Michigan State Federation of Women's Clubs at the annual convention of the Federation in Benton Harbor October 15.

Ray W. Binns, who has been commissioner of schools in Lenawee County for two years, has taken up the work of Miss Vinora Beal, who has a leave of absence from the State Normal College.

Professors Manley M. Ellis and Paul V. Sangren of the Western Normal School are on leave of absence completing their work for the Doctor's degree at the University of Michigan this year.

Jessie McQueen, formerly head of the Home Economics department in the Menominee High School, is now head of the Home Economics department at the Northern Normal School, Marquette.

Hannah McHenry was chosen president of the Lansing Principals' Association, the oldest organization of elementary school heads in the state, at the first meeting of the year held October 13.

C. C. Certain, Editor of The Elementary English Review, and formerly assistant principal of the Northwestern High School, Detroit, is now associate professor of education at the University of Wisconsin.

The first units of Michigan's new prison at Jackson will be completed this fall. When completed the prison will be the largest state penal institution in the country, larger than either Joliet or Sing Sing.

Medical science and greater interest in health work have extended human life 26 years in the last 50 years, according to a deduction made by Dr. E. V. Brumbaugh, acting health commissioner of Milwaukee.

Lansing Teachers' Club and the Board of Education have united in publishing the Lansing Educational News. The initial number is an attractive sixteen-page booklet, and we wish it every success.

Presidents of the local teachers' clubs of the state held a meeting at Flint on October 17. Miss Frances J. Brown, Detroit, President of the State Federation of Teachers' Clubs, was in charge of the meeting.

Anthony Engelsman, who formerly taught social science in the Cadillac High School, will teach the same subject in the Lincoln Consolidated School, which is affiliated with the State Normal College, Ypsilanti.

W. D. Hill, formerly superintendent of schools at Crystal Falls, has been appointed by State Superintendent Johnson to administer the Child Accounting Law. Mr. Hill is now engaged in devising the official blanks.

The National Society for the Study of Education has under consideration the publication of a Year Book on Rural Education. A decade has passed since this Society last published books on this field of education.

Hastings High School has voted unanimously to subsidize its bi-weekly publication, The Fortnight, for the school year. The plan provides that seniors shall pay 50%; juniors 30%; sophomores 10%; and freshmen 10%.

Word Study, a leaflet devoted to the better teaching of English, will be published periodically by G. & C. Merriam Company, Springfield, Mass., and sent free to all teachers of English who send in their names to the Company.

The Department of Superintendence of the N. E. A. will meet in Washington, D. C. February 21-25, 1926. The Michigan banquet and headquarters will be at the Hotel Raleigh. For reservations write E. T. Cameron, Lansing.

Maude Hagle, who formerly taught in the Lansing and Pontiac high schools, is assistant professor of English at the State Normal College this year, taking the place of Professor Elizabeth Carey, who has a leave of absence.

The Fifth Annual Conference of Health Officers and Public Health Nurses will be held in Lansing, November 18-20, 1925, under the auspices of the Michigan Department of Health and the Michigan Public Health Association.

WINSTON

DO YOU KNOW
That the horsefly
helped to secure
American Independence?

DO YOUR PUPILS KNOW
That the flea transmits the bubonic plague; that the earthworm is more important than the horse; that the bumblebee makes possible the red clover?

NEW SUPPLEMENTARY READERS
THE
Romance of Science Series
OUR INSECT FRIENDS AND FOES
OUR BIRD FRIENDS AND FOES
OUR ANIMAL FRIENDS AND FOES

Intensely interesting, scientifically accurate stories which show the relations that exist between insects, birds, and animals, and human beings. Each chapter is a complete, fascinating story. For Grades 5 to 8; list price, 80 cents each.

Descriptive literature upon request

THE JOHN C. WINSTON COMPANY
Executive Offices and Manufactory, Philadelphia
623-633 S. Wabash Avenue Chicago
Dallas San Francisco Atlanta
FOR TEXTBOOKS

NOTEWORTHY NEW PUBLICATIONS

NEW ALDINE FIRST LANGUAGE BOOK and TEACHER'S MANUAL.

NEW ALDINE SECOND LANGUAGE BOOK and TEACHER'S MANUAL.

NEW ALDINE THIRD LANGUAGE BOOK and TEACHER'S MANUAL (in preparation).

THE PILOT ARITHMETICS, BOOKS ONE, TWO and THREE, for Grades Three to Eight.

THE PILOT ARITHMETICS, TEACHER'S MANUAL, for Grades One to Four.

THE PILOT ARITHMETICS, TEACHER'S MANUAL, for Grades Five and Six (in preparation).

FOUNDATION NUMBER WORK—A Series of Drill Cards, Sets Nos. 1, 2, 3, 4, and 5.

Correspondence Solicited

NEWSON & COMPANY
623 South Wabash Avenue
CHICAGO

"The authors have properly blended the Social, Economic and Political phases of history in language that is simple, direct and living."

Our Nation's Heritage

By Reuben Post Halleck, M. A., LL. D. and Juliette Frantz, M. A.

OUTLINES the path of our ancestors on foreign shores and shows what America has contributed to the world.

AMERICAN BOOK COMPANY

330 East 22d Street

CHICAGO, - ILLINOIS

New York Cincinnati Chicago Boston Atlanta

Detroit Conservatory of MUSIC

52nd Year

Finest Conservatory in the West

Francis L. York, M. A., Mus., Doc., Pres.
Elizabeth Johnson, Vice-Pres.

Offers to earnest students courses of study based upon the best modern educational principles. Renowned faculty of 80. Students' orchestra, concerts and recitals. Diplomas and Degrees conferred. Teachers' certificates. Desirable boarding accommodations.

Students May Enter at Any Time

Examinations Free

For Catalog and Other Information Address
JAMES H. BELL, Treas. and Manager,
5035 Woodward Ave., Box 10,
Detroit, Mich.

Inspector C. L. Goodrich said at the Grand Rapids Conference of Superintendents, "Why put windows in a school building and then allow teachers to shut out the needed light by keeping the curtains drawn. Roll up the shades!"

Attendance at the Upper Peninsula Education Association meeting at Houghton October 8, 9, and 10, was estimated at 1900, the largest in the history of the Association. The Association is District Seven of the M. S. T. A.

President E. E. Fell of the M. S. T. A. has appointed a committee to investigate the needs of the Teachers' Retirement Fund. Mr. John P. Everett, of Kalamazoo, formerly secretary of the M. S. T. A., is chairman of the committee.

Wakefield has one of the most extensive mannal arts courses in the state for a town of its size. Drawing, machine stop, woodworking, and electrical work are taught. The courses are filled to capacity. Mr. F. H. Hackett is in charge.

The Representative Assembly of the Michigan State Teachers' Association will meet at the same time as the Superintendents and School Board Members Department of the M. S. T. A. next spring, instead of during Christmas vacation.

Training schools for scout executives are soon to be a part of the Scout program. The continuous increase in membership of the Scout organization makes imperative the addition of 300 professional executives within the next twelve months.

The Grand Rapids Junior College, which now comprises more than six hundred Freshman and Sophomores, has had a home of its own since the beginning of this school year. Formerly this institution was located in the Central High School building.

Elton Rynearson, formerly a teacher at the State Normal College, who resigned to study at the University of Michigan and who last year taught at Highland Park, has returned to the Normal College as assistant professor of Physical Education.

Professor J. E. Lautner, Northern Normal School, Marquette, will be on leave of absence during the fall quarter. Mr. Lautner expects to put in most of his time in New York City studying matters of interest in connection with Sociology.

The Detroit High School of Commerce is offering a post-graduate secretarial course open to all students who have completed a high school course. The aim of the course is to prepare students through intensive study for secretarial positions.

Michigan History Magazine, published quarterly by the Michigan Historical Commission under the editorship of Dr. George N. Fuller, would be an excellent addition to the reading table of every public school in Michigan which does not yet take it.

Michigan got a new army reserve officer at the same time the University of Michigan got a president in the person of Major Clarence Cook Little. Major Little has been transferred from the infantry reserve corps of Orono, Maine, to Ann Arbor.

Mr. William A. Greeson, who for many years rendered conspicuous and efficient service as Superintendent of the Grand Rapids schools, was recently appointed Superintendent Emeritus. Mr. Greeson will continue his work as a teacher in the Junior College.

Middleville, Michigan, has organized a Parent-Teacher Association, with the following officers: President, H. P. Schell; First Vice-President, Mrs. Levi D. Hynes; Second Vice-President, Mrs. R. M. Serijan; Secretary, Mary Doyle; Treasurer, Mrs. B. C. Swift.

Five hundred dollars for two successive years is offered by the editor of the Delineator to the parent-teacher association which develops the best method and obtains the best results in securing entrance into the first grade of children whose health is 100 per cent.

Dr. Clarence Cook Little will be inducted November 2 into office as sixth president of the University of Michigan. W. L. Clements of Bay City, Junius Beal of Ann Arbor, and Walter H. Sawyer of Hillsdale, will have charge of the arrangements for the ceremony.

The two all-American high school teams, Chicago and Flushing, New York, had these names: Cohen, Linke, Brown, Thorp, Grabowski. Goldstein, Macaluso, Pink, Golensen, Artenian, Pecora, Maybohm, Gold, Conlan, Reiss, Rauppius, Taylor, Cerney.—Public Service.

Losses by fire in the United States amount to more than half a billion dollars. Annual fire loss per person is $5.02 in the United States; 72 cents per person in Great Britain; 49 cents in France; 28 cents in Germany; 25 cents in Australia; 25 cents in Italy; 15 cents in Switzerland, and 11 cents in Holland.

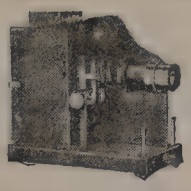
E. T. Cameron, Lansing, and Supt. E. J. Willman, Owosso, were guests of the Holland Teachers' Club at its steak roast at Ottawa Beach the latter part of September. They had been in Holland attending a committee meeting with Supt. E. E. Fell, President of the M. S. T. A.

Enrollment for the Upper Peninsula in the M. S. T. A. last year was 2,096. To date it is 2,393, an increase of 14 per cent. If other districts will show a corresponding increase this year, one of the aims of the Association, a 100 per cent enrollment of Michigan teachers, will be realized.

A house where only Spanish will be spoken, the first of its kind in American universities, has been opened at the University of Wisconsin. The new institution has been named "Casa Cervantes" to symbolize all the Spanish speaking countries in the name of the greatest Spanish author.

The degree of Ph.D. was conferred upon J. B. Edmonson of the University of Michigan at the summer convocation of the University of Chicago. Dr. Edmonson's thesis on The Constitutional and Legal Basis of the Public School System of Michigan will be published soon as a book.

Ironwood has a part-time school for employed boys and girls. The part-time room is located in the new high school building and is furnished with tables and chairs. Mr. Wilfred Pleary is in charge and has an enrollment of sixty



Announcing the new Spencer Film Slide Projector and Service

Simple, compact and easily operated, the new Spencer Film Slide Projector has made possible a great new service.
Arranged on durable, unbreakable rolls of film slides, the Spencer Library covers a wide range of subjects at less cost than glass slides.

WRITE FOR CATALOGUE

SPENCER LENS COMPANY

442 Niagara Street Buffalo, N. Y.

Has Your School a Band?

INSTRUMENTAL music is now recognized as an important study in many High and Grammar Schools. A band or orchestra is always one of the favorite activities of students and the educational value is unquestioned. The illustration shows the Fostoria High School Band that won first place in the Ohio State School Band Contest this year.

There are many ways in which you can place instrumental music on your program without any cost to the board of education. The cost of the instruments and tuition can be charged to those pupils taking the work, avoiding any expenditure of school funds.

We will be glad to outline a plan to meet your requirements, showing how instruments can be purchased and competent instruction secured. Write for an outline of this plan and for our catalogs.

THE H. N. WHITE CO.

Makers of KING *Band Instruments*

5222-69 Superior Ave., Cleveland, O.

THE H. N. WHITE CO.
5222-69 Superior Ave., Cleveland, Ohio

We are interested in placing instrumental music in our school. Send information without obligation.

Name _____

Address _____

City _____ *State* _____

School _____

Colored Chalks for the Special Days

EVERY classroom uses dramatization. Sometimes it is only a story from a reader. Then again it may be a long play

Do you know that the most attractive settings can be made by your pupils? Simply tack up big sheets of wrapping paper. Outline the drawings with GOLD MEDAL White Chalk Crayons and fill in the solid parts with GOLD MEDAL Colored Chalk Crayons or Lecturers' Colored Chalks.

Send for the ART SERVICE BUREAU *Outline which suggests projects for art work in each grade.*

BINNEY & SMITH CO.
41 East 42nd Street New York, N.Y.

An All-Around Course of Stenographic Instruction

A Course that makes finished stenographers and secretaries

Gregg's complete stenographic course covers every detail of stenographic and secretarial training from the technique of shorthand and typewriting to the general duties of the office stenographer and private secretary.

The basal books making up this course already adopted in full by hundreds of schools are;

The Gregg Shorthand Manual	$1.50
Gregg Speed Studies - - -	1.20
The New Rational Typewriting	1.20
Applied Business English and Correspondence, Text - -	1.00
Exercises - - - - - - -	.40
Secretarial Studies, Text - -	1.40
Laboratory Materials, - -	.60

This complete course which represents the minimum of stenographic instruction means perfect harmony of instruction, no duplication or overlapping no wasted effort, and finally a finished product.

You are invited to examine these books at our expense

The Gregg Publishing Company
New York Chicago Boston San Francisco London

boys and girls, some of whom are over seventeen years of age.

Principal E. J. Reed, of Adrian, who is president of the State High School Principals' Association, has appointed a committee to investigate the desirability of a uniform marking system for the schools of the state. The committee will report at the annual meeting of the High School Principals in Lansing, December 3 and 4.

Luther R. Moffitt, at one time teacher of music in Grand Rapids, and later connected with the American School of Music, Chicago, is instructor in Music at the State Normal College, Ypsilanti, taking the place of Mr. Russell L. Gee, who has gone to Lake Erie College, Painesville, Ohio, as head of the music department.

The November Journal of the National Education Association, now ready for distribution to the members of the Association, contains much that is of direct interest to the teacher. From the leading editorial on Interpreting Education to its several pages of notes and announcements, it is filled with suggestions for the teaching profession.

Port Huron has been awarded a special first prize of $300.00 for the permanent character and value of its Practice House by the directors of the Better Homes in America Contest. Elsewhere in this issue of the Journal Superintendent H. A. Davis, of Port Huron, gives details regarding the development and purposes of the house.

Three opportunity rooms, where individual instruction is given to retarded pupils, are maintained at the Webster School, Dayton, Ohio. Home-making courses are given to the girls and the boys are trained in handiwork and fitted to enter the regular trade school. Since these rooms have been established no case of truancy or discipline has occurred.

The northernmost school in Michigan at Copper Harbor was visited by E. E. Fell, Superintendent of Schools, Holland, J. B. Edmonson, Inspector of High Schools, University of Michigan, and E. L. Miller, Assistant Superintendent of Schools, Detroit, while they were in the Upper Peninsula attending the Seventh District meeting at Houghton.

The Central Interscholastic Press Association, whose members are the editors and business managers of 1,500 high school and university student publications in 48 states and 3 territorial possessions, will hold its sixth annual convention in Madison, Wisconsin, November 27-28, under the auspices of the University of Wisconsin Course in Journalism.

The former Section of Kindergarten Education of the Bureau of Education of the Department of the Interior, has recently been made the Section of Kindergarten-Primary Education. This reorganization was effected to meet the present educational tendency to regard preschool kindergarten, and primary work as a unit of the educational system.

The Simpson Memorial Institute for Medical Research, the gift of Mrs. Thomas H. Simpson to the University of Michigan, is in course of erection and will be ready for occupancy some time during the winter. The Institute will be

directly under the control of the University Hospital and will be devoted to the study of diseases incurable up to the present time.

Three hundred small rural schools in Texas have accepted the provisions of the general aid law and have introduced instruction in industrial subjects according to plans approved by the State Department of Education. The State contributes two or more teachers to aid in installing equipment for industrial training in farm mechanics, household arts, and practical agriculture.

Eaton Rapids High School is the recipient of a $1000 award by Mr. E. E. Gallup, State Supervisor of Agricultural Education, for excellent work done in its department of agriculture last year. The money is granted under a provision of the Smith-Hughes law. Mr. Gallup states that there is only one other school in Michigan that did as good work in that particular department last year.

Current School Topics, the current events weekly which is published by the Michigan Education Company of Lansing for pupils in Michigan schools, is now in its fourth volume. The October 7 issue presented a brief but informing "Story of Michigan Gravel" by E. O. Gildart, which was a good illustration of the best work of its kind. This little weekly deserves the good words it gets from teachers and pupils.

Public Health, October 1925 issue, contains an article relating to dental hygiene in schools by Dr. Russell W. Bunting, University of Michigan, and one on "Communicable Disease Control in Schools," by Wallace H. Smith, formerly Medical Inspector of the Michigan Department of Health. The bulletin will be sent free to any resident of Michigan upon request. Address the Michigan Department of Health, Lansing.

John C. Watson, County School Commissioner of Gogebic County, Ironwood, was elected chairman of the Upper Peninsula Education Association, which is District Seven of the M. S. T. A., at the meeting held in Houghton, October 8, 9, and 10. Other officers elected were: Vice-President, Supt. Don O'Hara, Gwinn; Secretary-Treasurer, Prof. W. E. Lewis, Marquette; member of Executive Committee, Supt. H. S. Doolittle, Negaunee.

One hundred per cent of the teachers of the following schools in Michigan were enrolled during the month of September in the National Education Association: Central School, Albion; High School, Cheboygan; all schools at Greenville; North Side School, Ironwood. The various years of enrollment for all of these teachers in their schools respectively is as follows: Albion, two years; Cheboygan, two years; Greenville, two years; and Ironwood, six years.

The Research Bulletin "Taking Stock of the Schools" is a comprehensive and painstaking study of the Nation's economic status and the expense of running the American public schools, issued by the N. E. A. in preparation for American Education Week, November 16-22. Every phase of the question as it affects the taxpayer directly or indirectly was studied in connection with the economic power of the United States

Europe 1926

Plan now for next summer's vacation in Europe. Our **EUROPEAN SUMMER SCHOOL** offers a travel and study program with university leaders. 50 Scholarships to teachers to reduce cost. Frequent sailings from New York in June.

The best of summer travel at moderate cost. Write us today

BUREAU OF UNIVERSITY TRAVEL
143 Boyd Street, Newton, Mass.

BOOKS

With a Mission

READING—The Lincoln Readers, a basal series in the Mechanics of Study—grades 3, 4, 5, 6, 7, 8. The Laurel Readers—a basal series in the Mechanics of Reading—grades 1 and 2.

WRITING—The Economy Method, Free Teachers' Manual, Correspondence Course, Service, Motivated Awards.

We also publish Arithmtic Drills, Modern Americans, Modern Europeans, Other Soldiers, Diplomas, Registers and Class Books

Correspondence Solicited

Laurel Book Company
Chicago

Harry McClave, Hillsdale, Michigan
Representative

The U. S. Plan *of* Character Training

consists of

a MANUAL in which is Charted the Threefold Development of Child Life, showing at what age different Traits of Character manifest themselves, and the explanations set forth the orderly sequence for Moral Training. In alphabetical order some Ninety Virtues are fully discussed individually with inspiring suggestions for the teacher and with definite reference to those stories, the reading or telling of which, will reveal the Ideal or Virtue in action.

The Young Folks Treasury

is a diversified collection of stories, biography, poetry, music, and art, referred to by the MANUAL and organized on the Character Training basis so as to function in with the Course of Study in Training for Citizenship.

THE PLAN AND MATERIAL have received unqualified praise from many leading educators. It has been approved and liberally provided by such systems as Cincinnati, Hamilton, Dayton, Fort Wayne, Gary, Chicago, Peoria, and numerous other city, town, and county systems.

Information will be cheerfully supplied upon request.

The GEO. E. DUM COMPANY

36 E. Fifth Ave., Columbus, Ohio

UNIFORM CHILD ACCOUNTING FORMS

Quality and Printing Conform to Specifications of State Teachers' Association Bulletin No. 3

Uniform Financial Accounting System

Complete Forms as Outlined in Bulletin No. 4, Part I and Part II, Michigan State Teachers' Association

BOUND OR LOOSE LEAF

Write for Prices

Marcellus Publishing Company

Marcellus, Michigan

and its ability to meet ever-increasing obligations of public education.

What is the perversity of educational administrators which accounts for the persistent and almost universal tendency to provide school children with seats and desks that are too large for them? A recent careful survey shows that in some most progressive city schools eighty to ninety per cent of the school seats are too large for the pupils who occupy them. It is most commonly true in the primary grades, where high seats are most injurious.—H. E. Bennett in Sierra Educational News.

K. G. Smith, State Supervisor of Industrial Education, met with superintendents and manual arts teachers of Ironwood, Bessemer, Wakefield, and neighboring towns Monday evening, September 28, at Ironwood. A very enjoyable dinner and conference was held. Men in these cities are somewhat isolated from the rest of the state, but are doing most excellent work. The work in drawing in Ironwood under Mr. Abercrombie is exceptionally fine. E. E. Miller is the city director of manual arts.

The Library Extension Service of the University of Michigan has package service on all sorts of questions. Teachers, leaders of Parent-Teacher organizations, Grange lecturers, in fact any citizen of this State, in city or country, by applying to the Library Extension Service of the University of Ann Arbor may have sent him promptly excellent reference materials on any problems for which solution is sought. The return postage is the only item of expense to the local borrower, and the package may be kept several weeks.

The teaching of thrift, always a subject of great interest to progressive educators, will once again be made easy according to recent statements received from the office of Mr. Adolph Lewisohn, Chairman of the National Thrift Committee, 347 Madison Avenue, New York City. Interested teachers can secure free copies of the new calendar poster with official dates and topics for this season; also a descriptive folder giving objects and purposes of National Thrift Week, by sending a postal to the National Thrift Committee.

The Michigan History Magazine, October issue, contains an extended historical sketch of the Western State Normal School at Kalamazoo by Dr. Ernest Burnham; a valuable article on "Michigan" by Lew A. Chase of the State Normal School, Marquette; and an "Historical Sketch of the Michigan Federation of Music Clubs" by Mrs. F. Dunbar Robertson of Grand Rapids. The magazine is furnished free to schools and libraries. To individuals it is one dollar a year. It is published by the Michigan Historical Commission at Lansing.

The manual arts and industrial teachers of Houghton and vicinity gathered for a dinner and informal conference at the Houghton High School, Saturday evening, October 3. Mr. K. G. Smith, State Supervisor of Industrial Education, led the conference and explained the general policies recommended by the State Department in shopwork and drawing. Houghton High School boys carried away all prizes for manual arts work at the Copper Country Fair. Under

Henry J. Schaefer some very fine furniture has been built by tenth and eleventh grade boys. Mr. Schaefer is an expert on wood finishing and the work of his boys shows it.

Michigan's leading figures in the horticultural industry are to be given place in a special "hall of fame" in the new horticultural building at Michigan State College. Bronze tablets, suitably placed, will carry the names of the following pioneers: Charles William Garfield, Grand Rapids; Roland Morrill, Benton Harbor; Levi Rawson Taft, Lansing; Eugene Davis, Grand Rapids; Theodatus Timothy Lyon, South Haven; Theodore Austin Farrand, Eaton Rapids; Robert Darwin Graham, Grand Rapids; Elmer Denison Smith, Adrian; Jonathan Gannett Randall, Traverse City; Charles Jay Monroe, South Haven; John Brietmeyer, Detroit.

The Michigan State Printing Instructors' Society, which was organized last May, held a conference in Grand Rapids October 30, at the Ottawa Hills High School. Harry P. Buboltz, Grand Rapids, was Chairman of the Conference, and Robert G. Evans, Holland, Assistant Chairman. Mr. K. G. Smith, State Supervisor of Vocational Education, addressed the meeting on The Qualification of a Printing Instructor, and Mr. H. Verseput, President of the Grand Rapids Craftsman Club, on the Relation of the Printing Instructor to the Employer. Mr. Charles N. Walker, Detroit, is president of the Society, and Edward Ferris, Bay City, secretary and treasurer.

Country Life Clubs in several Michigan normal schools and colleges have become affiliated with the Collegiate Country Life Club of America, as local chapters, and have received their charters. Dr. Walter J. Campbell of the Y. M. C. A. College, Springfield, Mass., is the national president, and Dr. Chas. E. Myers of State College, Pennsylvania, is the national secretary. The Country Life Club at the Western State Normal School has had uninterrupted bi-monthly meetings since its first meeting in October, 1904. This Club reported 130 paid-up members the first week of the present school year. Michigan clubs have had delegates at each of the last two annual conventions of the National organization.

A World Essay Contest, conducted under the auspices of the American School Citizenship League, is open to students of all countries. Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects: 1. Methods of Promoting World Friendship Through Education, open to students in Normal schools and teachers' colleges; 2. The Organization of the World for the Prevention of War, open to seniors in secondary schools. Three prizes of seventy-five, fifty, and twenty-five dollars will be given for the three best essays in each set. The contest closes June 1, 1926. For further particulars and conditions write Mrs. Fannie F. Andrews, 405 Marlborough Street, Boston 17, Mass.

The U. P. E. A. has elected the following delegates to the Representative Assembly of the M. S. T. A.: Hester Fuller, Sault Ste. Marie; Supt. H. L. LeBarge, St. Ignace; Supt. Arthur J. Hull, Manistique; Supt. W. H. Pindar, L'Anse; Supt. H. A. Wood, Munising; Supt. W. M. Whitman, Marquette; Comm'r C. U. Woolpert, Escanaba; Supt. M. E. Dunn, Vulcan; Prin. Martin N. B. Minne, Menominee; Prin.

PUBLICATIONS
OF THE
MICHIGAN STATE TEACHERS' ASSOCIATION

The following publications of the Michigan State Teachers' Association can be secured from E. T. Cameron, Executive Secretary at Lansing, Michigan, at the prices quoted. Remittance must accompany the order.

Michigan Education Journal.....$2.00 per year
A State System of Uniform Child Accounting (Bulletin No. 3).....Free
A Uniform Financial Procedure for the Public Schools of Michigan (Bulletin No. 4, Part I, Part II).....Free
Teachers' Salaries in Michigan (Bulletin No. 5).....Free
Rural Teachers' Salaries in Michigan (Bull. No. 5, Part I).....Free
Teacher Rating Card—Long Form, and Short Form.....1c ea.
Teacher Self-rating Scale.....1c ea.
Equalization Plan for Primary Fund Apportionment.....Free
Facts About Costs of Consolidated Schools.....Free
Code of Professional Ethics—Teachers (1925).....Free
Syllabus of Bible Study (Syllabus No. 1
Syllabus of Bible Study (Syllabus No. 2 } For Senior and Junior High Schools
Syllabus of Bible Study (Syllabus No. 3).

Syllabi of Bible Study should be ordered direct from the State Superintendent of Public Instruction, Lansing, Mich. Price 20 cents each in state, 25 cents each outside of the state. Remittances must accompany order.

Ida Greishimer, Iron County; Supt. D. F. Rice, Ironwood; Nellie Harrington, Ontonagon; Bernice Nancarrow, Painesdale; Henry Winter, Mohawk; Supt. E. J. Hall, Calumet; John Quinlan, St. Ignace; C. L. Brown, Marquette; Supt. F. R. Cobb, Bessemer; and J. L. Holliday, Crystal Falls.

Miss Lena Shaw, Supervisor of Handwriting in the city of Detroit, has been made chairman of that division of the general curriculum committee of the National Education Association. The purpose of this committee is to collect reports in the field of handwriting concerning: (1) the general aims and objectives; (2) illustrative material and pupil experiences; and (3) outcomes in terms of achievement as measured by tests. A combined report of this material is to be submitted by the chairman to the Commission on the Curriculum of the Department of Superintendence, National Education Association. This procedure will make available to local school systems important contributions in curriculum revision and enrichment, developed by research workers and individual school systems.

The Michigan Teachers' Retirement Fund Board granted annuities to the following persons at a meeting held September 19; Laura W. Sweeney, Quincy; Frances T. Jennings, Grand Rapids; Josiah F. Crull, Coldwater; Emma J. Shafer, Hillsdale; Jennie M. Burd, Grand Rapids; Margaret Rayburn, Alpena; Anna Hafelt, Jones; Mary E. Atkins, Escanaba; Anna J. Kilmer, Benton Harbor; Nellie L. Peck, Dryden; M. Alice Powrie, St. Clair; Della McCallum, Marquette; Samuel J. Skinner, Belding; Kate M. Passolt, Saginaw; Eva C. Ditzell, Cassopolis; Julia A. Bradie, Spring Lake; Wm. J. Maginn, Mt. Morris; Elizabeth Abbott, Grosse Ile; Grace Mead, Reading; Jennie M. Willson, East Jordan; Wm. H. Block, Edmore; Julia F. Winslow, Hemlock; Leoline S. McDonald, Sault Ste. Marie; Mortimer W. Plunkett, Detroit; Mary Wolshlager, Bad Axe; Sara H. Fenner, Flint; Lulu Stewart Caryl, Columbiaville; Mary E. Feneley, Pontiac; Clara S. Comey, Detroit. In addition the following persons were granted annuities for disability: Bessie L. Blair, Homer; Mae E. Everts, Nashville; Carrie B. Petershans, Mt. Pleasant.

Several changes in the high school administrative offices of Grand Rapids occurred last spring. Arthur Andrews, who was President of Junior College and Principal of Central High School, is now President of the Junior College, which is located in the building formerly known as Strong Junior High School. Claude F. Switzer, formerly Principal of Creston High School, has been appointed to the position of Principal of Central High. Samuel Upton is the new Principal of Creston High School. Henry MacNaughton, formerly Principal of Strong Junior High, is Principal of the new Ottawa Hills High school, and Frank James, formerly Superintendent at Belding and Hart, is the newly elected Principal of Harrison Park High School. Miss Cora Riggs, who for several years was Principal of Straight Elementary School, was

FERRIS INSTITUTE

Big Rapids, Michigan

THE SCHOOL WITH A VISION

Forty-two Years' Success

COURSES:

Kindergarten-Primary leading to state life certificate; approved normal work by which high school graduates may earn a third grade certificate by completing nine months' work, or twelve months for a second grade. A good place to earn high school credits if you lack them. Also business, stenography, first year college, and pharmacy.

Winter Term Opens Nov. 2 *Mid-winter Term Opens Jan. 4*

Ask for Free Catalog

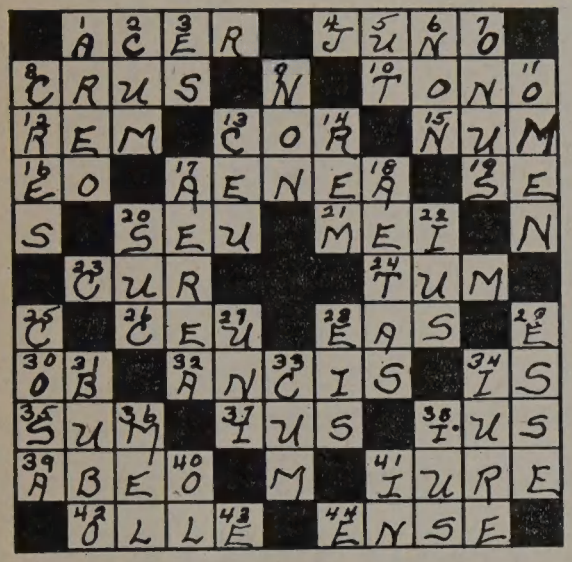
W. N. FERRIS, President

When Writing Our Advertisers Mention the Journal.

promoted to the position as Principal of Jefferson School, which became vacant on the retirement of Miss Clara Skinner. Mrs. Anna Weatherwax, who was Principal of Plainfield Elementary School, was promoted to the position vacated by Miss Riggs and Miss Bertha Greenbaum was promoted to the Plainfield position.

Dick Spindle: "Did I understand you to say that I sold you a parrot that used improper language?"

Miss Jennings: "Perfectly awful. Why yesterday I heard him split an infinitive."—Exchange.



Solution to Latin Cross-Word Puzzle in October Journal.

STUDY HELPS

The following study helps were prepared by a committee from the faculty of the Middleville, Michigan, public schools, with a view to encouraging correct habits of study:

1. Form a time and place habit by studying the lesson in the same subject at the same time and place each day.
2. Do not lose time getting ready to study. Go to work vigorously with confidence and determination.
3. Study independently and fairly. Ask for help only when you cannot proceed without it. Go to the instructor who has charge of the subject which is doubtful in your mind.
4. Concentrate upon your work. Do not allow the things about you to divert your attention. Do not interrupt your study by unnecessary speaking to other people, especially if you see they are busy on their own work.
5. Be clear on the assignment. Take notes in class when the assignment is made. Keep your mind alert for new ideas as brought out by the instructor.
6. In studying, go over the lesson as a whole and then carefully section by section. If possible, review the whole quickly.
7. Use all the material aids available—maps, outside books, periodicals, etc.
8. Lessons are assigned which require at least a full forty minutes for preparation, so it is most necessary for the majority of people that one lesson at least be prepared at home, especially that one which seems to be the most difficult.

Be accurate, be thorough, be honest, be interested.

SUPERVISED STUDY SPELLER
By Willard F. Tidyman
A textbook for all grades based upon scientific investigation and study of spelling and upon actual classroom trial. A most economical method emphasizes supervised study. A new kind of speller. Tidyman Standard Spelling Tests for all grades based upon the vocabulary of the speller—a new feature. Write for circular.
WORLD BOOK COMPANY, 2126 Prairie Avenue, Chicago

"HEALTH HABITS"—of Interest to Every Teacher
An invaluable guide to every elementary teacher and supervisor, who is correlating health teaching with other subjects. This outline of 22 complete plans, includes stories, games, object talks and project suggestions with patterns for handwork. They have been so arranged that the complete outline may be used as a basis for a health program or any single lesson may be given as part of a program already in operation. Sent postpaid for $1.00.
NATIONAL DAIRY COUNCIL
910 So. Michigan Ave. **Chicago, Ill.**

When Writing Our Advertisers Mention the Journal.

PRIZES FOR SHORT-STORY WRITERS

For the purpose of stimulating interest in the writing of clean and excellent stories, the September number of The Writer's Monthly, published by The Home Correspondence School, at Springfield, Massachusetts, announces four contests with prizes aggregating $1,000.00 for the best original short-stories submitted during the school year 1925-26. This announcement is of special interest to our readers, as only students and teachers are eligible to compete. Briefly, the contests are as follows:

Contest 1. $250.00 in prizes for the best original short-stories submitted by undergraduate students of American or Canadian colleges or normal schools.

Contest 2. $250.00 in prizes open to pupils of American or Canadian public or private high and secondary schools.

Contest 3. $250.00 in prizes open to teachers in either public or private normal, high, grammar, and elementary schools.

Contest 4. $250.00 in prizes open to regularly enrolled pupils of The Home Correspondence School.

The conditions and full details of these contests will be found in The Writer's Monthly for September, or may be had, without charge, on application to The Home Correspondence School, Springfield, Massachusetts.

HEALTH LIBRARY

For the individual or school wishing a complete but inexpensive reference library on health subjects, no better recommendation could be made than the recently published "National Health Series."

Twenty books make up the series, each one written by a recognized authority on the subject covered. The treatment is simple and non-technical. The books are small, well printed, and conveniently bound in flexible fabrikoid. They sell at the extremely low price of 30 cents a volume—six dollars a set.

The National Health Council, made up of the leading national health agencies, is responsible for bringing out the series, with Funk and Wagnalls publishing it.

All of the books are of practical interest and some of them, at least, could well be used as reference books—if not texts—in classes in hygiene. They would be a valuable addition to an individual or public library.—*Michigan Public Health.*

A Spell-down of Spellers Reveals

The LEWIS COMMON-WORD SPELLERS

supreme in the accuracy, the breadth, and the grading of their word list, and in their use of reviews, tests, written dictation, and dictionary work. The Lewis spellers are rarely eliminated in a comparison with other spellers. The constantly increasing number of users proves it.

GINN AND COMPANY

2301 Prairie Avenue, Chicago, Illinois

Two Readers *for* Each Year

The Plan of the ELSON Reading Program

THE ELSON READERS ——— accompanied by the ——— **CHILD-LIBRARY READERS**

Primer to Book VIII—"A Complete Reading Program for All Grades"—Primer to Book VIII

Send today for detailed information regarding the whole—or any part—of this Reading Program. A card will do.

SCOTT, FORESMAN AND COMPANY

Publishers of the Lake Series of School and College Texts

623 South Wabash Avenue CHICAGO

When Writing Our Advertisers Mention the Journal.

HENRY R. PATTENGILL PUBLICATIONS

CIVICS

Civil Government of Michigan.....**Henry R. Pattengill**
Complete—Revised—Makes teaching easy through synoptic questions and notes. 600 prepared research and review questions. Postpaid 50 cents.

Civil Government of United States.....**W. C. Hewitt**
Prepared by widely known teachers in manner to make study interesting and inspiring. Postpaid 50 cents.

Government of United States and Michigan.....**Hewitt & Pattengill**
Combination of above books in practical form. Postpaid $1.00.

ORTHOGRAPHY

Manual of Orthography.....**Henry R. Pattengill**
Eliminates stumbling blocks in spelling. Has made more good spellers—more "Spelling contest winners"—than any book of its kind. It is different. It is interesting. It helps teacher and pupil. Limp cloth, postpaid 50 cents.

SCHOOL SONG BOOKS

Song Knapsack.....**Henry R. Pattengill**
The old stand-by—Revised—Used by thousands during the past twenty-five years. Inspiring—Puts "snap" in the school day and music in the "system." Great for community meetings, church socials and similar gatherings where singing makes the meeting a success. Each postpaid 25 cents. Per dozen $2.40 (postage extra).

Pat's Pick.....**Henry R. Pattengill**
"The Knapsack" set to music. Songs for everybody everywhere. 118 "favorites" with score. Pat's Pick and a dozen "Knapsacks" will put life in your school room or meeting. Postpaid 80 cents.

MICHIGAN EDUCATION COMPANY, Sales Agents
LANSING, MICHIGAN

Department of Superintendence, N. E. A.
Washington, D. C.
February 21-25, 1926

Michigan has reserved 120 double rooms with bath. Applications for reservations should be directed to E. T. Cameron, Executive Secretary, Lansing.

Michigan Banquet and Headquarters at Hotel Raleigh

Potter's 1926 Tours

PERSONALLY CONDUCTED—
All Expense for Michigan Teachers

INCLUDES—Rail and Pullman fares, hotels, meals and comprehensive sightseeing programs

Washington
Philadelphia
Baltimore
New York

$110.00

Leaves Detroit: Saturdays, Dec. 26, Jan. 16, Feb. 20, March 27, June 26, and every Saturday thereafter during summer.

Montreal
Quebec
Saguenay River

$150.00 and up

Leaves Detroit every Saturday commencing June 26, with option of returning via White Mountains, Boston, New York; or Adirondacks, Hudson River, and New York City.

SPECIAL EUROPEAN TOURS

For Michigan Teachers—accompanied by Mr. E. T. Cameron
Executive Secretary, Michigan State Teachers' Association

Leaves New York, July 3, 1926

Tour "A"—$390.00 and up

39 Days

Paris, Ostend, Brussells, Battlefields, Hague, Amsterdam, London, Shakespeare Country, Oxford, returning via Montreal.

Tour "B"—$625.00 and up

53 Days

Paris, Battlefields, Avignon, Nice, Genoa, Rome, Florence, Venice, Milan, Switzerland, Ostend, Brussells, Hague Amsterdam, London, Oxford, Shakespeare Country, returning via Montreal

For details, information and pamphlets, address

POTTER'S TOURS

131-133 Lafayette Blvd., DETROIT, MICH.

Transportation Bldg. **Phone Randolph 8100**